पर्यावरण अध्ययन

देखें, करें और सीखें

कक्षा चार के लिए पाठ्यपुस्तक

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स्वर्णा गुप्ता   रोमिला सोनी

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प्राक्कथन

पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यसामग्री का निर्माण एक सतत् प्रक्रिया है। समय-समय पर भिन्न-भिन्न क्षेत्रों में विकास एवं बदलती आवश्यकताओं के कारण विषयवस्तु में परिवर्तन आता रहता है । अतः पाठ्यक्रम में नवीनीकरण आवश्यक हो जाता है। पिछले दशक में राष्ट्रीय एवं अंतरराष्ट्रीय स्तर पर शिक्षा के क्षेत्र में काफी महत्त्वपूर्ण परिवर्तन आया, जिससे कि पाठ्यचर्या में पुनः विचार तथा बदलाव लाया गया। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा तैयार किया गया दस्तावेज़ विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा - 2000 इस प्रक्रिया का परिणाम है, जिसमें शिक्षाविदों, विषय-विशेषज्ञों एवं अध्यापकों द्वारा देशव्यापी विचार एवं विवेचन सम्मिलित हैं। प्रस्तुत पाठ्यपुस्तक नई पाठ्यचर्या की रूपरेखा पर आधारित है।

प्राथमिक स्तर के बच्चों के विकासात्मक विशेषताओं का विश्लेषण स्पष्ट करता है कि इस आयु-वर्ग के बच्चे अपने परिवेश को समग्र रूप से देखते हैं, भागों में नहीं। पिछले दशक में किए गए शोध अध्ययनों में प्राथमिक स्तर के पाठ्यक्रम का बोझ इस अवस्था के बच्चों की मानसिक आयु से ज्यादा पाया गया। विभिन्न तथ्यों को ध्यान में रखते हुए प्राथमिक स्तर के परिवेश अध्ययन के पाठ्यक्रम में भी बदलाव की सिफारिशें की गईं। इन सिफारिशों में कक्षा 1 और 2 में हिंदी, गणित तथा स्वस्थ एवं उत्पादक जीवन की कला विषयों के साथ पर्यावरण संबंधी क्रियाकलापों के समेकीकरण की संस्तुति की गई। कक्षा तीन से पाँच में पर्यावरण अध्ययन को एक स्वतंत्र विषय के रूप में रखा गया है। इस क्रम में पर्यावरण अध्ययन विषय के पाठ्यक्रम को समेकित अथवा संगठित रूप में तैयार किया गया है जिसमें सामाजिक अध्ययन (सामाजिक परिवेश) और विज्ञान (प्राकृतिक परिवेश) विषयों को समग्र रूप में प्रस्तुत किया गया है। इन सिफारिशों पर आधारित पर्यावरण अध्ययन विषय के अंतर्गत कक्षा 4 के लिए तैयार की गई यह पाठ्यपुस्तक एवं क्रियाकलाप-पुस्तक **देखें, करें और सीखें** इस शृंखला की दूसरी पुस्तक है।

बच्चों का परिवेश एक-सा नहीं होता। भिन्न-भिन्न जगहों पर रहने के कारण सामाजिक, भौतिक एवं प्राकृतिक भिन्नताएँ उनके परिवेश में स्वाभाविक हैं। इसीलिए किसी भी पाठ्यपुस्तक की विषयवस्तु सभी बच्चों के लिए पूर्णतः उपयुक्त नहीं हो सकती। इन सीमाओं को ध्यान में रखते हुए प्रस्तुत पाठ्यसामग्री में पाठ्यवस्तु को साधन के रूप में प्रयुक्त किया है। साथ ही पाठ्यवस्तु का केंद्र-बिंदु प्रक्रिया एवं क्रियाकलाप है, अतः प्रयुक्त पाठ्यवस्तु मात्र उदाहरण है, अंत नहीं। प्राथमिक स्तर के बच्चे विविधता चाहते हैं और बच्चों में रुचि उत्पन्न करने तथा उसे बनाए रखने के लिए प्रस्तुत विषयवस्तु का प्रस्तुतीकरण भिन्न-भिन्न तरीकों से किया गया है, जैसे – कहीं संवाद, कहीं अध्यापक से बातचीत करके, कहीं कक्षा-कक्ष के बाहर ले जाकर आदि। बच्चों में अवलोकन, विभेदीकरण और स्वतंत्र चिंतन कौशलों को विकसित करने के लिए कहीं-कहीं विषयवस्तु को चित्रों के माध्यम से भी आगे बढ़ाया गया है।

प्रस्तुत पुस्तक केवल मात्र पाठ्यपुस्तक नहीं है। विषयवस्तु को अनुभव आधारित तथा मानसिक प्रक्रियाओं के विकास के लिए पुस्तक को पाठ्यपुस्तक एवं क्रियाकलाप-पुस्तक के रूप में विकसित किया है। पुस्तक में प्रकरण-आधारित सात इकाई हैं जिन्हें बच्चों के दैनिक अनुभव तथा पाठ्यक्रम के उद्देश्यों को ध्यान में

रखकर विकसित किया है। विषयवस्तु के साथ-साथ प्रत्येक पाठ के अंत में **हमने क्या सीखा** भाग दिया गया है जिसमें विभिन्न प्रकार के प्रश्न दिए गए हैं जो कि बच्चे को क्रियाशील बनाए रखने के साथ-साथ सजृनात्मक विकास में भी सहायक होंगे। अध्यापक को पढ़ने-पढ़ाने की स्वतंत्रता देने के साथ-साथ कुछ शिक्षण-संकेत भी प्रत्येक इकाई के प्रारंभ में दिए गए हैं। आशा है वह उनके लिए उपयोगी होंगे।

प्रस्तुत पुस्तक का प्रारूप प्रारंभिक शिक्षा विभाग द्वारा तैयार किया गया है। इस पुस्तक को इस रूप में लाने के लिए देश के विभिन्न भागों से आए अध्यापकों, विषय-विशेषज्ञों, शिक्षण-विशेषज्ञों, भाषा-विशेषज्ञों ने समय-समय पर आयोजित कार्यशालाओं, संगोष्ठियों में भाग लिया और उनके द्वारा दिए गए सुझावों से पुस्तक को और अधिक परिमार्जित एवं परिष्कृत किया गया। मैं इस पुस्तक के प्रणयन में योगदान देने वाले राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् के सभी सदस्यों और अन्य आमंत्रित विशेषज्ञों के प्रति आभार व्यक्त करता हूँ।

आशा है कि पाठ्यसामग्री बच्चों के लिए रुचिकर एवं लाभदायक सिद्ध होगी। इस पुस्तक के लिए सभी प्रकार की समालोचनाओं एवं सुझावों का स्वागत है। पुस्तक के पुनः संपादन के समय परिषद् प्राप्त सुझावों पर विशेष ध्यान देगी।

जगमोहन सिंह राजपूत
निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

अक्तूबर 2002
नई दिल्ली

दो शब्द अध्यापक बंधुओं से

पर्यावरण अध्ययन विषय के अंतर्गत कक्षा चार के लिए तैयार की गई नई पाठ्यपुस्तक **देखें, करें और सीखें** इस शृंखला की दूसरी पुस्तक है। इस पाठ्यपुस्तक के विकास से जुड़े हुए कुछ प्रमुख बिंदुओं का उल्लेख नीचे किया गया है।

यह पाठ्यपुस्तक क्यों लिखी गई?

प्राथमिक स्तर के बच्चों की विकासात्मक विशेषताओं का विश्लेषण स्पष्ट करता है कि इस आयु-वर्ग के बच्चे अपने परिवेश को समग्र रूप में देखते हैं, भागों में नहीं। पिछले दशक में किए गए शोध अध्ययनों में इस स्तर के पाठ्यक्रम का बोझ भी ज्यादा पाया गया। इन तथ्यों को ध्यान में रखते हुए पर्यावरण अध्ययन के पाठ्यक्रम पर पुनः विचार किया गया और अब इस विषय के पाठ्यक्रम को संगठित रूप में तैयार किया गया है। कक्षा 1 और 2 में इसके मुख्य बिंदुओं को भाषा, गणित तथा स्वस्थ एवं उत्पादक जीवन की कला-विषयों में समेकित किया गया है और कक्षा 3 से कक्षा 5 तक पर्यावरण अध्ययन एक अलग विषय के रूप में रखा गया है। इन कक्षाओं के लिए नई पाठ्यपुस्तकों का निर्माण अब इस विषय की पुनः कथित परिभाषा को आधार बनाकर किया जा रहा है। **देखें, करें और सीखें** इस शृंखला की दूसरी पाठ्यपुस्तक है।

पुरानी पाठ्यपुस्तक से कैसे भिन्न है?

- हम सभी जानते हैं कि हमारे आस-पास का परिवेश सभी जगह एक-सा नहीं है। प्राकृतिक भिन्नताओं के कारण अलग-अलग भागों का मौसम, वहाँ की उपज, लोगों का रहन-सहन, खान-पान आदि भी भिन्न-भिन्न है। इसलिए किसी भी पाठ्यपुस्तक की पाठ्यवस्तु अलग-अलग जगह रहने वाले बच्चों के लिए बहुत ज्यादा उपयुक्त नहीं हो सकती। वातावरण में भिन्नताओं के कारण इस पाठ्यपुस्तक में प्रक्रियाओं एवं क्रियाकलापों को प्रमुख स्थान दिया गया है, पाठ्यवस्तु को एक साधन और उदाहरण के रूप में प्रयोग किया गया है। अतः आपको पाठ्यवस्तु बच्चों के परिवेश के अनुरूप ही जुटानी होगी। यह पाठ्यपुस्तक आपके लिए एक 'सहायिका' है 'अंत' नहीं।
- इस पाठ्यपुस्तक में विषयवस्तु का चयन, स्तर एवं प्रस्तुतीकरण भी भिन्न है। इस आयु-वर्ग के बच्चों के संज्ञानात्मक विकास को ध्यान में रखकर पाठ्यवस्तु का चयन किया गया है।
- पाठ्यपुस्तक में विषयवस्तु के प्रस्तुतीकरण में प्रक्रियाओं एवं कौशल-विकास को महत्त्व दिया गया है। इनके विकास के लिए बच्चों को विभिन्न अनुभव, जैसे – सामूहिक एवं व्यक्तिगत क्रियाकलाप, मूर्त वातावरण का अनुभव, स्वयं के अनुभव, चित्रों एवं मॉडलों का उपयोग (अगर वास्तविक सामग्री उपलब्ध न हो तो) आदि देने का प्रयत्न किया गया है। इस तरह वह अपने परिवेश के भिन्न-भिन्न घटकों को स्वयं अथवा अपने साथियों के साथ मिलजुल कर देखेगा, खोजेगा, करेगा और सीखेगा।
- इस आयु के बच्चों की रुचि बनाए रखने के लिए विविधता जरूरी है। अतः बच्चों में रुचि उत्पन्न करने तथा उसे बनाए रखने के लिए विषयवस्तु के प्रस्तुतीकरण में भिन्न-भिन्न प्रकार के तरीकों का उपयोग

किया गया है, जैसे – कहीं संवाद से, कहीं बच्चों से स्वयं बुलवाकर, कहीं अध्यापक से बातचीत करवाकर, बच्चों से आपस में वार्तालाप करवाकर, कक्षा-कक्ष के बाहर ले जाकर आदि। बहुत जगह चित्रों द्‌वारा पाठ्‌यवस्तु को आगे बढ़ाया गया है। ऐसा बच्चों में अवलोकन और स्वतंत्र चिंतन के कौशलों को विकसित करने के लिए किया गया है।

आपके लिए क्या भिन्न है?

इस पाठ्‌यपुस्तक को देखकर हो सकता है आपको अपना काम कठिन लगे, परंतु जब आप इस पुस्तक का उपयोग शुरू करेंगे तो आप पाएँगे कि आपका काम आसान होने के साथ-साथ बहुत रुचिकर भी हो गया है।

- अब आपको ज्यादा समय पाठ्‌यपुस्तक पढ़ानी नहीं है बल्कि बच्चों के सीखने की प्रक्रिया में सहायता करनी है।
- पाठ्‌यपुस्तक में बहुत-सी क्रियाएँ (क्रियाकलाप) बच्चों से करवाने के लिए दी गई हैं। प्रत्येक बच्चे को उन क्रियाओं में भाग लेने का अवसर दें। क्रियाओं में भाग लेते समय जहाँ बच्चे को कठिनाई हो, उसकी उसी समय सहायता करना बहुत ज़रूरी है।
- जहाँ तक हो सके पाठ्‌यपुस्तक में दी पाठ्‌यवस्तु और क्रियाओं से अपेक्षित उपलब्धियों को बच्चों के परिवेश से जोड़कर सिखाएँ। साथ ही दी गई क्रियाओं के अतिरिक्त आप इसी स्तर के अन्य क्रियाकलाप भी करवा सकते हैं।
- प्रत्येक बच्चे ने कितना सीखा, कहाँ उसे कठिनाई आई, ये तो आप शिक्षण-अधिगम प्रक्रिया के दौरान किसी भी समय जान सकते हैं। आप से यह अपेक्षा की जाती है कि प्रत्येक बच्चे को उसकी आवश्यकता के अनुसार समय-समय पर सहायता देते रहें।
- प्रत्येक इकाई से पहले एक संक्षिप्त संकेत-लेख दिया गया है। इसमें इकाई को पाठ्‌यपुस्तक में देने के कारणों, बच्चों में अपेक्षित व्यवहार परिवर्तन और कौशल विकास के साथ-साथ आपके लिए कुछ सुझाव भी दिए गए हैं। परंतु ये सुझाव केवल संकेत-मात्र हैं। आप अपनी स्वतंत्र सोच एवं अनुभव आधारित तरीकों से प्रत्येक पाठ को पढ़ा सकते हैं।

हम सब जानते हैं कि प्रत्येक अध्यापक अपने आप में अद्‌वितीय होता है। उसके पास हर बच्चे के गुणों को पनपने में सहायता करने के लिए विभिन्न तरीकों अथवा किसी भी कठिनाई का हल ढूँढ़ने की इच्छा अवश्य होती है। मनुष्य का यह गुण (समस्या का हल ढूँढ़ना) ही तो उसकी अमूल्य निधि है। यही गुण प्रत्येक बच्चे में पनपने में सहायता करना ही पर्यावरण अध्ययन का मूल उद्‌देश्य है। ऐसा करके हम प्रत्येक बच्चे को अपने परिवेश के प्रति सजग और संवेदनशील बनाने में सहायता कर सकते हैं।

पांडुलिपि समीक्षा-संशोधन कार्यगोष्ठी के सदस्य

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भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं,रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे,

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे; और

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके।

गांधी जी का जंतर

तुम्हें एक जंतर देता हूँ। जब भी तुम्हें संदेह हो या तुम्हारा अहम् तुम पर हावी होने लगे, तो यह कसौटी आज़माओ :

जो सबसे गरीब और कमज़ोर आदमी तुमने देखा हो, उसकी शक्ल याद करो और अपने दिल से पूछो कि जो कदम उठाने का तुम विचार कर रहे हो, वह उस आदमी के लिए कितना उपयोगी होगा। क्या उससे उसे कुछ लाभ पहुँचेगा? क्या उससे वह अपने ही जीवन और भाग्य पर कुछ काबू रख सकेगा? यानी क्या उससे उन करोड़ों लोगों को स्वराज्य मिल सकेगा, जिनके पेट भूखे हैं और आत्मा अतृप्त है?

तब तुम देखोगे कि तुम्हारा संदेह मिट रहा है और अहम् समाप्त होता जा रहा है।

मो॰ क॰ गांधी

विषय-सूची

इकाई एक

हम
और
हमारा आस-पास

अध्यापक के लिए संकेत

यह इकाई क्यों?

बच्चा पर्यावरण का महत्त्वपूर्ण हिस्सा है, ये तो हम जानते ही हैं। इसलिए ज़रूरी है कि बच्चा अपने शरीर के बारे में, विशेषतौर पर मुख्य आंतरिक अंगों के नाम तथा उनके कार्यों के बारे में जानें। प्रकृति में संतुलन के लिए पेड़-पौधों तथा पशु-पक्षियों का महत्त्व भी उतना ही है जितना मनुष्य का। इसलिए बच्चे के लिए यह भी ज़रूरी है कि वह पेड़-पौधों और पशु-पक्षियों के बारे में जाने जो कि बहुत बातों में मनुष्य जैसे हैं। इनका प्रकृति में क्या महत्त्व है उनको समझे और उनकी देखभाल में योगदान दें।

इस इकाई के शिक्षण-अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- सजीव तथा निर्जीव के अंतर को समझ सकेंगे।
- दूसरे सजीवों जैसे पेड़-पौधों और पशु-पक्षियों की उचित देखभाल करेंगे तथा उनके प्रति दया की भावना विकसित कर सकेंगे।
- मानव शरीर के कुछ आंतरिक अंगों की पहचान तथा उनके कार्यों के बारे में जानकारी प्राप्त कर सकेंगे।
- मनुष्य जीवन के लिए इन अंगों के महत्त्व को समझ सकेंगे।

इस इकाई में है क्या?

इस इकाई में दो पाठ हैं – **सजीव निर्जीव कौन** और **ये अनदेखे अंग हमारे**। पाठों की विषयवस्तु को रुचिपूर्ण तथा व्यावहारिक ज्ञान आधारित बनाने के लिए उनके प्रस्तुतीकरण में विविधता रखी गई है। पाठ, *सजीव निर्जीव कौन*, की विषयवस्तु को बच्चे के आस-पास के परिवेश से ही जुटाया गया है। पाठ की विषयवस्तु को विभिन्न प्रकार की क्रियाओं, जैसे अवलोकन, बातचीत, प्रश्नों आदि की सहायता से विकसित किया गया है। पाठ, *ये अनदेखे अंग हमारे*, में विषयवस्तु को चित्रों के माध्यम से आगे बढ़ाया गया

है। इस पाठ का मुख्य उद्‌देश्य बच्चों को विभिन्न आंतरिक अंगों की पहचान के साथ-साथ उनके कार्यों के बारे में जानकारी देना है।

आपकी भूमिका क्या है?

- शिक्षण-अधिगम प्रक्रिया में विषयवस्तु का प्रस्तुतीकरण जिस तरह किया गया है, उसी तरह से क्रियान्वयन करने की कोशिश कीजिए। जहाँ-जहाँ प्रस्तुतीकरण में विषयवस्तु को चित्रों के माध्यम से आगे बढ़ाया गया है वहाँ कक्षा में सभी बच्चों से पुस्तक में उनका अवलोकन करवाइए। पाठों के प्रस्तुतीकरण में बच्चों को अपने आस-पास के अनुभवों से जोड़ने पर बल दिया गया है। शिक्षण में उसका अनुसरण कीजिए।
- पाठों में प्रस्तुत विषयवस्तु की अंतर्निहित संकल्पना बच्चों की मानसिक प्रक्रियाओं, जैसे- अवलोकन, तुलना अथवा विभेदीकरण, वर्गीकरण, उदाहरण देना आदि को विकसित करना है। अतः इनके विकास पर बल दीजिए।
- पाठ, *सजीव निर्जीव कौन*, का मुख्य शिक्षण बिंदु सजीव निर्जीव की धारणा एवं उनके अंतर को समझाना है। अतः इसके शिक्षण के समय दी गई क्रियाओं को कक्षा में ही करवाइए। बच्चों के पूर्व अनुभव सुनने के साथ-साथ दोनों वर्गों (सजीव तथा निर्जीव) के गुणों को तुलनात्मक रूप में उनके समक्ष रखने का प्रयत्न भी कीजिए।
- कुछ सजीव-निर्जीव चीज़ें ऐसी हैं जिनके गुण बच्चों को स्पष्ट नहीं होते, जैसे – सजीवों में गति होती है परंतु पेड़-पौधों की गति बच्चों को दिखाई नहीं देती। ऐसी परिस्थितियों में उनमें होने वाली गति दिखाई जा सकती है। अगर हो सके तो छुई-मुई का पौधा दिखा कर उसमें गति दिखाइए। कुछ निर्जीव चीजों, जैसे – कार, स्कूटर, रेलगाड़ी, बस, पतंग आदि में गति किस कारण है यह भी स्पष्ट कीजिए।
- पाठ, *ये अनदेखे अंग हमारे*, के शिक्षण से पहले बाह्य अंगों का उल्लेख आवश्यक है क्योंकि इन अंगों के कार्य आंतरिक अंगों से जुड़े हैं। आंतरिक अंगों की पहचान के समय यह ध्यान रखिए कि सभी बच्चे विषयवस्तु को पुस्तक में दिए गए चित्रों के साथ-साथ पढ़ें और समझें। अंगों की पहचान के लिए उन्हें उनके कार्यों से

जोड़कर प्रस्तुत किया गया है। शिक्षण अधिगम प्रक्रिया में भी ये क्रम रखने का प्रयत्न कीजिए।

- पाठ दो के लिखित प्रश्न 5 में ये अपेक्षा की गई है कि बच्चे अपने-अपने तरीके से उत्तर दें, अतः इसके मूल्यांकन के समय सभी उत्तर मान्य हैं।
- आंतरिक अंगों के स्पष्टीकरण के लिए उनके चार्ट आदि भी दिखाने का प्रयत्न कीजिए। यदि आपकी पाठशाला में प्रयोगशाला की व्यवस्था है तो आप इन अंगों के मॉडल भी दिखा सकते हैं।
- 'कुछ करने के लिए' भाग में कुछ क्रियाएँ ऐसी हैं जिनसे प्रत्येक बच्चे के अपने अनुभव जुड़े हैं। अतः सभी बच्चों से उनके अनुभव अवश्य पूछिए। बाद में इन पर चर्चा भी करवा सकते हैं।

पाठ 1

सजीव निर्जीव कौन

आइए, ऊपर दिए गए चित्र को ध्यान से देखें।

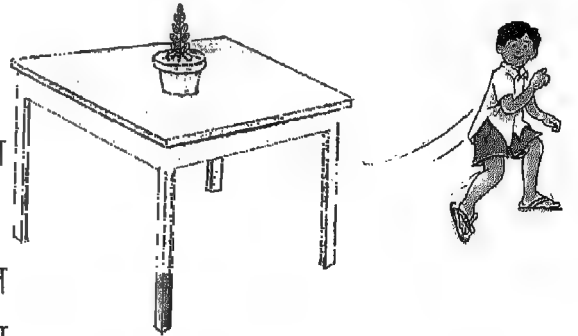
इस चित्र में क्या-क्या दिखाया गया है? इसमें एक मेज़ है। मेज़ के ऊपर एक गमला है जिसमें एक पौधा लगा है। मेज़ के पास एक बच्चा खड़ा है।

आइए, इस चित्र की तरह यहं पौधे वाला गमला मेज़ पर रखें।

"करीम, आप यहाँ मेज़ के पास खड़े हो जाइए। अब आप तीन कदम आगे चलिए," अध्यापिका ने कहा।

"करीम अपने आप चला।

क्या मेज़ भी अपने आप चल सकती है?

क्या पौधा गमले से निकल कर चल सकता है?

हम सभी ने देखा कि इनमें से केवल करीम ही एक जगह से दूसरी जगह आ-जा सकता है," अध्यापिका बोली।

अपने घर के आस-पास की चीज़ों को ध्यान से देखिए। किन्हीं ऐसी पाँच चीजों के नाम लिखिए जो एक स्थान से दूसरे स्थान पर अपने आप आ-जा सकती हैं। पाँच ऐसी चीजों के नाम भी लिखिए जो अपने आप एक स्थान से दूसरे स्थान पर आ-जा नहीं सकती हैं।

अपने आप चलने वाली चीज़ें	**अपने आप न चलने वाली चीज़ें**
1. ________	1. ________
2. ________	2. ________
3. ________	3. ________
4. ________	4. ________
5. ________	5. ________

इन सबसे हमें क्या पता चला?

- कुछ चीज़ें जैसे — मनुष्य, पशु, पक्षी, मछली, कीड़े, मकोड़े, आदि एक स्थान से दूसरे स्थान पर आ-जा सकते हैं।

- कुछ चीज़े जैसे — रस्सी, बरतन, पत्थर, पेंसिल, जूता, आदि अपनी जगह छोड़कर अपने आप एक जगह से दूसरी जगह आ-जा नहीं सकते हैं।

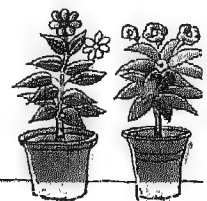
"पौधे भी अपने आप एक जगह से दूसरी जगह नहीं आ-जा सकते।

परंतु क्या पौधों में किसी प्रकार की गति होती है?

हाँ, इनमें भी गति होती है।

पेड़-पौधों पर लगे फूलों को आपने खिलते और बंद होते तो अवश्य देखा होगा। जब कली खिलकर फूल बनती है तो वह एक प्रकार की गति होती है।

कुछ पौधों के फूल सूर्य के प्रकाश में ही खिलते हैं और अँधेरा होने पर बंद हो जाते हैं।

सूरजमुखी का फूल हमेशा सूर्य के प्रकाश की दिशा में ही रहता है। यह भी पौधे की गति ही है।

इसी तरह कुछ पौधों की पत्तियाँ हाथ लगाने पर सिकुड़ जाती हैं। हाथ हटाने पर कुछ देर बाद फिर पहले जैसी अवस्था में आ जाती हैं। यह भी पौधों की गति ही होती है।

आइए, फिर से करीम, मेज़ और पौधे की ओर ध्यान दें," अध्यापिका बोली।

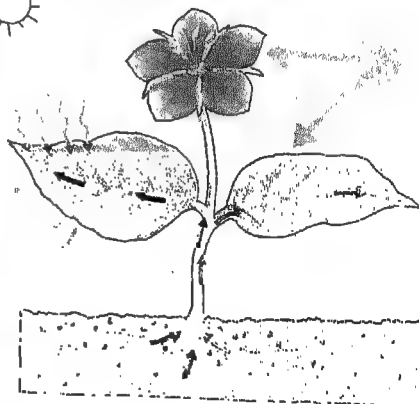
"करीम को जीवित रहने के लिए क्या-क्या चाहिए?

करीम भोजन करता है। पानी पीता है। साँस लेता है।

पौधे को जीवित रहने के लिए क्या-क्या चाहिए? पौधे को भी भोजन, पानी और हवा की आवश्यकता होती है।

सूर्य के प्रकाश में पेड़-पौधे पत्तियों के द्वारा अपना भोजन स्वयं बनाते हैं। इसके लिए उन्हें कार्बन डाईआक्साइड, पानी और खनिज लवणों की ज़रूरत होती है।

कार्बन डाईआक्साइड उन्हें वातावरण से मिलती है।

पानी और खनिज लवण पौधे अपनी जड़ों के द्वारा मिट्टी से लेते हैं। कुछ पानी, पौधे वातावरण से भी अपनी पत्तियों द्वारा लेते हैं।

क्या मेज़ को भी इन सब चीज़ों की आवश्यकता होती है?

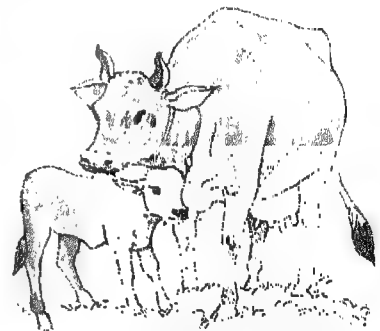
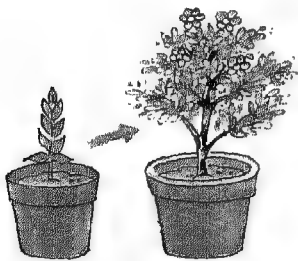
मेज़ को भोजन, पानी और हवा की आवश्यकता नहीं होती।

अपने आस-पास की किन्हीं तीन चीज़ों के नाम लिखिए जिन्हें भोजन, पानी, हवा की आवश्यकता होती है और ऐसी तीन चीज़ें जिन्हें इनकी आवश्यकता नहीं होती

जिन्हें भोजन, पानी, हवा की आवश्यकता होती है।	**जिन्हें भोजन, पानी, हवा की आवश्यकता नहीं होती है।**
1. ______	1. ______
2. ______	2. ______
3. ______	3. ______

इन सबसे हमें क्या पता चला?

- मनुष्य, पशु, पक्षी, कीड़े-मकोड़े, पानी में रहने वाले जीव, पौधों, आदि को भोजन, पानी और हवा की आवश्यकता होती है। इनके बिना वे जीवित नहीं रह सकते।
- मेज़, बरतन, पत्थर, पेंसिल, जूता, कमीज़, आदि को भोजन, पानी और हवा की आवश्यकता नहीं होती।

आइए, अब इन चित्रों को ध्यान से देखें।

इन चित्रों में मनुष्य, पशु और पौधे के विकास की अवस्थाएँ दी गई हैं। छोटा बच्चा बढ़कर बड़ा होता है अर्थात्

- समय बीतने के साथ पौधा बढ़ता है।
- समय बीतने के साथ मनुष्य बढ़ता है।
- समय बीतने के साथ पशु-पक्षी भी बढ़ते हैं।

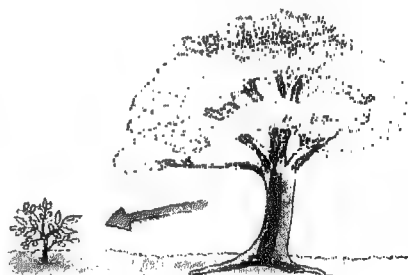
क्या मेज़ समय बीतने के साथ बढ़ती है?

सूची बनाइए

समय बीतने के साथ बढ़ने वाली चीज़ें	**समय बीतने के साथ न बढ़ने वाली चीज़ें**
__________	__________
__________	__________
__________	__________

इन सबसे हमें क्या पता चला?

- हमने जाना कि समय के साथ मनुष्य, पौधे और पशु-पक्षी बढ़ते हैं।
- मेज़, रस्सी, पेंसिल, कमीज़, जूता, आदि, समय बीतने के साथ नहीं बढ़ते हैं।

आइए अब इन चित्रों को भी देखें।

इन चित्रों में मनुष्य, मछली, गाय, मुरगी, अपने बच्चों सहित दिखाए गए हैं। पेड़ भी छोटे पौधे के साथ है।

यह सब अपनी जैसी संतान पैदा करते हैं।
क्या मेज़ अपने जैसी मेज़ पैदा कर सकती है?"

इन सबसे हमें क्या पता चला?

- मनुष्य, पौधे, पशु-पक्षी अपने जैसी संतान पैदा कर सकते हैं।
- मेज़, कुरसी, पेंसिल, कमीज़ आदि अपने जैसी चीज़ें स्वयं पैदा नहीं कर सकते।

जो चीजें साँस लेती हैं, जिन्हें भोजन और पानी की आवश्यकता होती हैं, बढ़ती हैं, एक जगह से दूसरी जगह आ-जा सकती हैं और अपने जैसी ही संतान पैदा करती हैं, उन्हें हम **सजीव** कहते हैं।

जो चीजें सांस नहीं लेती,जिन्हें भोजन और पानी की आवश्यकता नहीं होती, बढ़ती नहीं हैं, अपने आप एक जगह से दूसरी जगह आ-जा नहीं सकती और अपने जैसी ही दूसरी चीज़ पैदा नहीं कर सकतीं उन्हें हम **निर्जीव** कहते हैं।

हमने क्या सीखा?

मौखिक

1. अपनी कक्षा-कक्ष की कोई तीन निर्जीव वस्तुओं के नाम बताइए।
2. अपनी पाठशाला के आस-पास की किन्हीं दो सजीव चीज़ों के नाम बताइए।
3. किन चीज़ों को भोजन, पानी और हवा की ज़रूरत होती है?
4. पौधों और अन्य सजीवों में क्या अंतर है?

लिखित

1. सही वाक्य के सामने (✓) तथा गलत के सामने (×) का चिह्न लगाइए।
   - (i) पौधे साँस लेते हैं। ☐
   - (ii) पौधों में गति नहीं होती। ☐
   - (iii) पत्थर अपने आप चल सकते हैं। ☐
   - (iv) पशु-पक्षियों को भोजन की ज़रूरत होती है। ☐
   - (v) पेड़-पौधे मनुष्य की तरह सजीव होते हैं। ☐
2. सजीव, निर्जीव में कोई तीन अंतर लिखिए।
3. किन्हीं पाँच सजीव तथा पाँच निर्जीव चीज़ों के नाम लिखिए।
4. बस तथा स्कूटर की गति मनुष्य की गति से कैसे भिन्न है?
5. कारण लिखिए :
   - (i) कार सजीव नहीं है क्योंकि --

   - (ii) सभी पौधे सजीव हैं क्योंकि --

   - (iii) एक मेज़ अपने जैसी दूसरी मेज़ पैदा नहीं कर सकती क्योंकि ----------

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6. सजीव, निर्जीव के आधार पर छाँटिए :
पतंग, स्कूटर, टी.वी., रेत, बस, मेज़, कुरसी, कौआ, मछली, कछुआ, पौधा, लकड़ी

सजीव	निर्जीव
______	______
______	______
______	______
______	______
______	______

7. सही उत्तर चुनकर सामने दिए गए कोष्ठक में भरिए :
इनमें से कौन निर्जीव है? [ ]
(क) पेड़-पौधे (ख) मुरगी
(ग) घड़ी (घ) मछली

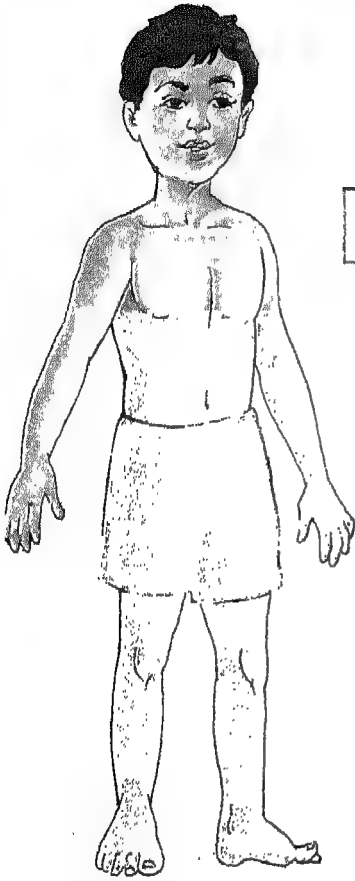
8. इनमें से कौन सजीव है? [ ]
(क) गुलाब का पौधा (ख) लकड़ी
(ग) बस (घ) रेडियो

9. अपनी पसंद के किसी पक्षी पर पाँच वाक्य लिखिए और उसका चित्र भी बनाइए।

कुछ करने के लिए

- घर से पाठशाला तक के रास्ते में दिखने वाली किन्हीं पाँच सजीव तथा पाँच निर्जीव वस्तुओं के नाम कॉपी में लिखिए। किन्हीं दो का चित्र बनाकर उनमें रंग भरिए।
- सुबह से रात तक अपने काम में आने वाली निर्जीव चीज़ों की सूची बनाइए।

पाठ 2

ये अनदेखे अंग हमारे

इस चित्र को देखिए। यह चित्र मनुष्य के शरीर का है। शरीर के बाह्य अंगों को हम सब देख सकते हैं। हम उनके नाम और कार्य भी जानते हैं।

प्रत्येक बाह्य अंग के मुख्य कार्य अपनी कॉपी में लिखिए।

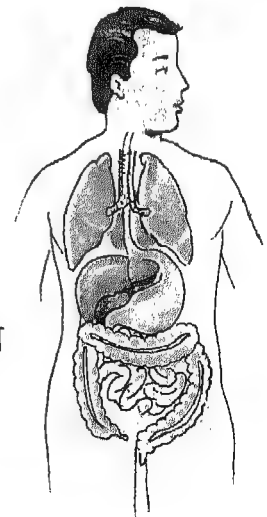
प्रतिदिन हम अपने शरीर से जुड़ी बहुत-सी क्रियाएँ करते हैं, जैसे–

- खेलते हैं, भागते हैं, पढ़ते हैं, लिखते हैं आदि।
- दिन में दो या तीन बार भोजन करते हैं।
- पानी तो बहुत बार पीते हैं।
- लगातार साँस लेते रहते हैं।
- प्रतिदिन शौच जाते हैं। दिन में कई बार मूत्र विसर्जन करते हैं।

ये क्रियाएँ कैसे कर पाते हैं हम?

हमें यह सब करने की शक्ति कहाँ से मिलती है?

इन सब क्रियाओं में हमारे शरीर के आंतरिक अंग सहायता करते हैं।

इस चित्र में मनुष्य के शरीर के कुछ आंतरिक अंग दिखाए गए हैं। इन्हें देखिए और पहचानिए।

आइए, अब कुछ आन्तरिक अंगों के बारे में जानें।

यह चित्र है **आमाशय** का। यह हमारे शरीर के मुख्य आंतरिक अंगों में से एक है। यह हमारे शरीर में बाईं तरफ़ होता है।

यह अंग मांसपेशियों से बना होता है। खाना खाने के बाद इसका आकार बढ़ जाता है।

जानते हो इसके अंदर एक समय में कितना भोजन आ सकता है? एक सामान्य व्यक्ति के आमाशय में एक समय में लगभग तीन किलो भोजन और पानी आ सकता है।

खाने की नली के रास्ते चबाया हुआ भोजन आमाशय में जाता है। आमाशय के सिकुड़ने और फैलने से यह भोजन और छोटे-छोटे टुकड़ों में बदल जाता है। आमाशय के अंदर की सतह से एक रस निकलता है। यह रस भोजन को पचाने में सहायता करता है।

आमाशय

छोटी आँत

उसके बाद यह भोजन छोटी आँत में जाता है। यहाँ भोजन बहुत ही महीन हो जाता है। यहाँ भी इसमें कुछ और पाचक रस मिलते हैं।

महीन भोजन में पाचक रसों के मिलने से भोजन पच जाता है। पचे हुए भोजन के तत्त्व रक्त में मिलकर हमारे शरीर के सभी अंगों तक पहुँच जाते हैं।

इससे हमें कार्य करने की शक्ति मिलती है।

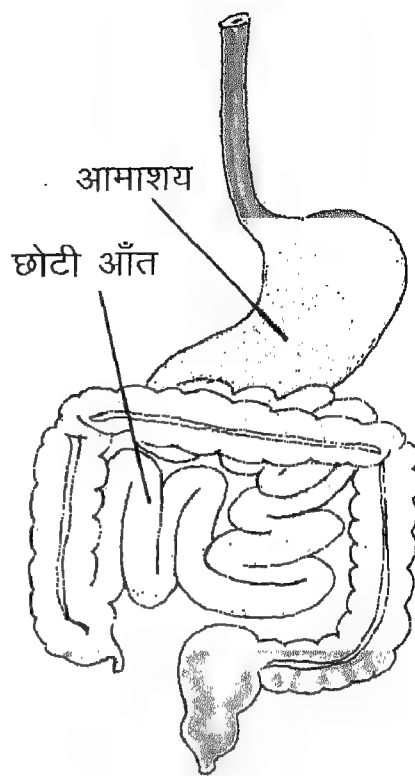
जानते हो, इस पाचन-क्रिया में कितना समय लगता है?

पाचन-क्रिया में लगभग 3 से 6 घंटे तक लग जाते हैं।

कई बार भोजन ज़्यादा मात्रा में या बिना चबाए निगलने से पाचन-क्रिया पर बुरा प्रभाव पड़ता है। इससे हमारे पेट में दर्द हो सकता है।

अब समझे, भोजन हमें जल्दी-जल्दी और बार-बार क्यों नहीं करना चाहिए !

कई बार बिना ढका या बासी भोजन खाने से भी पेट दर्द हो सकता है।

गंदे हाथों से भोजन करने से कई बार कुछ कीटाणु हमारे शरीर में पहुँच जाते हैं और उनसे हम बीमार हो सकते हैं।

पेट दर्द होने के क्या-क्या कारण हो सकते हैं? सूची बनाइए।

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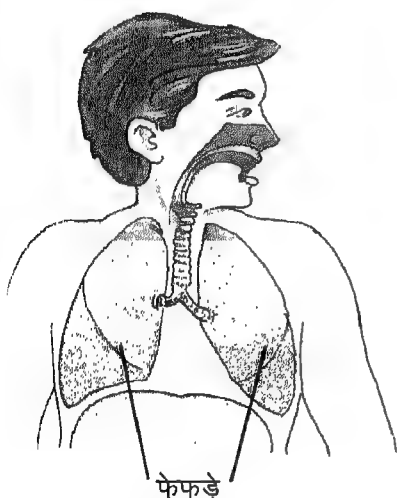
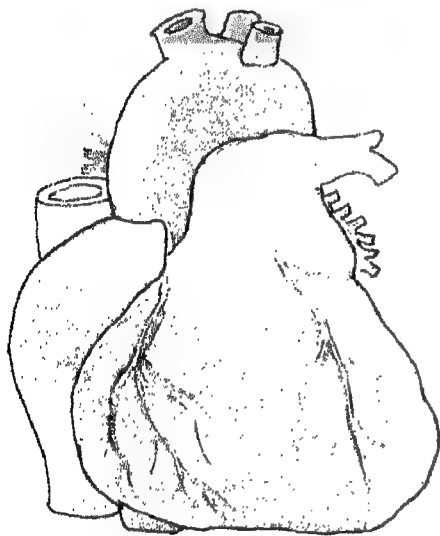
जिस प्रकार हमारे शरीर को भोजन की ज़रूरत है, ठीक उसी प्रकार वायु की भी ज़रूरत होती है। वायु को हम साँस लेने की क्रिया द्‌वारा शरीर के अंदर लेते हैं।

इस कार्य में हमारे शरीर का प्रमुख अंग, **फेफड़े** मदद करते हैं। आइए, इस चित्र में देखें हमारे शरीर में कितने फेफड़े हैं?

हमारे शरीर में दो फेफड़े होते हैं। ये हमारी छाती में दोनों ओर एक-एक होते हैं। फेफड़े श्वास नली से जुड़े होते हैं। श्वास नली नाक से जुड़ी होती है।

जब हम नाक से साँस लेते हैं तो वायु हमारी श्वास नली के रास्ते इन फेफड़ों में पहुँचती है। नाक के अंदर के बाल वायु में उपस्थित धूल आदि के कणों को अंदर जाने से रोकते हैं। फेफड़े इस वायु में से आक्सीजन को ले लेते हैं। यह आक्सीजन हमारे शरीर में रक्त में घुल जाती है। साँस बाहर छोड़ने की क्रिया के द्‌वारा कार्बन डाईआक्साइड शरीर के बाहर निकल जाती है।

साँस की क्रिया को समझने के लिए आप अपनी छाती पर हाथ रखिए। गहरी और लंबी साँस लीजिए। आप महसूस करेंगे कि साँस अंदर लेते समय हमारी छाती फूल जाती है। इसका कारण हमारे फेफड़ों में वायु का भरना है। साँस बाहर निकालते समय हमारी छाती पुनः सामान्य अवस्था में आ जाती है। इसका कारण फेफड़ों से वायु का बाहर निकलना है।

एक सामान्य व्यक्ति एक मिनट में लगभग 12 से 15 बार साँस लेता है । जब हम दौड़ते हैं तो ये क्रिया और तेज़ हो जाती है । उस समय हम एक मिनट में लगभग 60 बार तक साँस लेते हैं।

जानते हो, साँस बाहर निकलने की क्रिया से हमारा बोलना भी जुड़ा है। हमारे गले में श्वास नली पर एक छोटा-सा अंग होता है जिसे स्वरयंत्र कहते हैं। साँस के साथ जब वायु बाहर आती है तो इस यंत्र में कंपन होता है। इससे ध्वनि पैदा होती है। हमारे दाँत, जबड़े, जीभ, होंठ तथा गाल इस ध्वनि को शब्दों का रूप देने में सहायता करते हैं।

जब हम दौड़ते हैं या तेज़ चलते हैं तो छाती में से धक-धक की आवाज़ सुनाई देती है।

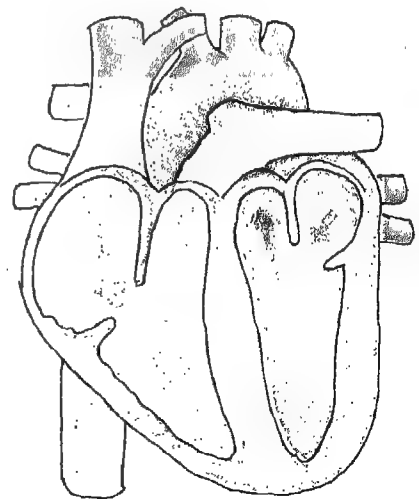
जानते हो, यह आवाज़ किसकी है?

यह आवाज़ हमारे एक आंतरिक अंग **हृदय** की धड़कन की है।

इस धड़कन को छाती पर हाथ रखकर महसूस भी किया जा सकता है।

हृदय हमारे शरीर का एक और प्रमुख अंग है। यह भी छाती में ही स्थित होता है।

हृदय माँस-पेशियों से मिलकर बना होता है। अंदर से यह अंग चार कक्षों में बँटा होता है।

इसमें दो कक्ष ऊपर और दो कक्ष नीचे होते हैं। ऊपर के कक्षों को **आलिंद** कहते हैं। नीचे के कक्षों को **निलय** कहते हैं। शरीर के सारे अंगों को रक्त पहुँचाने का काम हृदय का ही होता है। इस रक्त के द्वारा ही हमारे शरीर के प्रत्येक छोटे से छोटे भाग को भोजन, पानी, आक्सीजन तथा आवश्यक खनिज लवण पहुँचते हैं।

क्या आप जानते हैं?

एक स्वस्थ व्यक्ति का हृदय एक मिनट में लगभग 72 बार धड़कता है।

यह धड़कन दौड़ने से तेज़ हो जाती है। धड़कन को हृदय पर हाथ रख कर महसूस करके देखिए। इसे हम हाथ की नब्ज़ से मालूम कर सकते हैं। नब्ज की सहायता से हम अपने हृदय की धड़कन गिन भी सकते हैं।

अपनी अध्यापिका की सहायता से हाथ की नब्ज़ (नाड़ी) ढूँढ़िए और उसे एक मिनट तक गिनिए।

आइए, चित्र में इस आंतरिक अंग को देखें।

इसका आकार कैसा है?

यह अंग शरीर में कहाँ स्थित है?

इस आंतरिक अंग का नाम है **वृक्क**। इसका आकार सेम के बीज की तरह होता है।

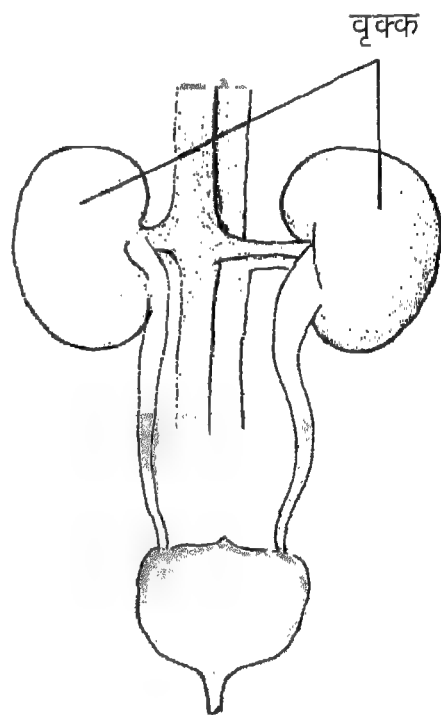
हमारे शरीर में दो वृक्क होते हैं।

यह हमारे शरीर के निचले (उदर) भाग में होते हैं।

यह अंग हमारे शरीर से अनावश्यक तरल पदार्थों को रक्त में से छानने में सहायता करता है। अनावश्यक तरल पदार्थों को छानकर यह **मूत्राशय** में भेजता है।

मूत्राशय से ये मूत्र के रूप में शरीर से बाहर निकल जाते हैं।

चाहे हम जाग रहे हों, या सो रहे हों हमारे आंतरिक अंग अपना काम हमेशा करते रहते हैं।

हमारे शरीर की विभिन्न क्रियाओं के लिए सभी आंतरिक अंग जरूरी हैं। शरीर की सभी क्रियाएं इनके परस्पर सहयोग से ही होती हैं।

हमने क्या सीखा?

मौखिक

1. दो आंतरिक अंगों के नाम बताइए जो छाती में स्थित होते हैं?
2. पाचन-क्रिया में कौन-कौन से अंग सहायता करते हैं?
3. भोजन हमें बार-बार क्यों नहीं करना चाहिए?
4. शरीर में धक-धक की आवाज़ किस अंग से आती है?
5. पेट दर्द होने के क्या-क्या कारण हो सकते हैं?
6. श्वास नली किस आंतरिक अंग से जुड़ी होती है?

लिखित

1. जोड़े बनाइए :

वृक्क	वायु
हृदय	भोजन
फेफड़े	रक्त
आमाशय	अनावश्यक पदार्थ

2. नीचे दिए गए शब्दों का प्रयोग करके रिक्त स्थान भरिए :

   साँस लेने, बीमार, एक, बाईं, वायु

   (i) हमारे शरीर में हृदय की संख्या ———————— होती है।
   (ii) फेफड़े हमें ——— ———— में सहायता करते हैं।
   (iii) बासी भोजन खाने से हम ———————— हो सकते हैं।
   (iv) आमाशय शरीर में ———————— तरफ़ होता है।
   (v) साँस लेते समय फेफड़ों में ———————— भर जाती है।
3. वृक्क हमारे शरीर में क्या कार्य करते हैं?

4. फेफड़ों से साँस लेने और छोड़ने की प्रक्रिया को महसूस करके अपने शब्दों में लिखिए।

5. सोचिए और लिखिए : क्या होगा यदि

(i) हृदय न हो तो ________________________________

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(ii) फेफड़े न हों तो ________________________________

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(iii) वृक्क न हों तो ________________________________

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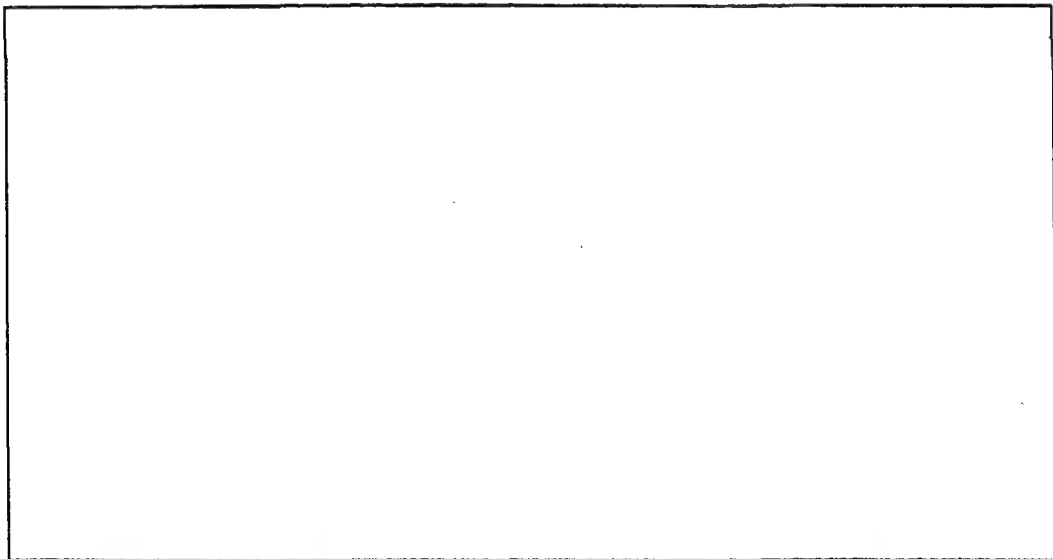
कुछ करने के लिए

☺ शरीर के किसी एक आंतरिक अंग का चित्र बनाइए। उसमें रंग भरिए।

☺ घर में किसी बड़े व्यक्ति की सहायता से नब्ज़ (नाड़ी) पर हाथ रखकर हृदय की धड़कन को सुनिए और पता कीजिए आपका हृदय एक मिनट में कितनी बार धड़कता है।

☺ लंबी और गहरी साँस लेने की प्रक्रिया दिन में 2-3 बार करिए।

स्वस्थ बच्चा
राष्ट्र की शक्ति

इकाई दो

हमारी आवश्यकताएँ

अध्यापक के लिए संकेत

यह इकाई क्यों?

चौथी कक्षा तक पहुँचते-पहुँचते बच्चे अपनी दैनिक आवश्यकताओं के प्रति जागरूक हो जाते हैं। उनको पूरा करने के लिए जरूरी नियमों का पालन भी विधिवत करने लगते हैं। अतः उनके लिए यह जानना ज़रूरी है कि उनकी ज़रूरतों की पूर्ति किन-किन स्रोतों से होती है। इसके साथ-साथ बच्चों को यह समझाना भी ज़रूरी है कि उन स्रोतों के ठीक उपयोग तथा उनके संरक्षण के प्रति उनके क्या कर्त्तव्य हैं।

इस इकाई के शिक्षण अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- भोजन के प्रमुख स्रोतों के बारे में विस्तृत जानकारी प्राप्त कर सकेंगे । भोजन करने से जुड़ी स्वस्थ आदतों का पालन करेंगे।
- भोजन के स्रोतों के प्रति संवेदनशीलता विकसित करेंगे। उनके संरक्षण में समय-समय पर योगदान देंगे।
- विभिन्न प्रकार के मकानों की जानकारी के साथ-साथ उनमें भिन्नताओं के कारणों को समझ सकेंगे।
- घर के महत्त्व को समझ सकेंगे।
- वस्त्रों के लिए कच्चे माल के विभिन्न स्रोतों की जानकारी तथा उनसे वस्त्र का रूप लेने तक की पूर्ण प्रक्रिया को समझ सकेंगे।
- विभिन्न प्रकार के वस्त्रों के रख-रखाव के तरीकों को जान सकेंगे तथा इन तरीकों का अपने दैनिक जीवन में उपयोग कर सकेंगे।

इस इकाई में है क्या?

इस इकाई में तीन पाठ हैं – **भोजन के स्रोत**, **कहानी एक कमीज़ की** और **हमारा घर कितना प्यारा**। *भोजन के स्रोत* पाठ में बच्चों के व्यावहारिक ज्ञान का संकलन है। बाद में पाठ्यवस्तु को उदाहरणों द्वारा विकसित किया गया है। पाठ *कहानी एक कमीज़ की* में एक सूती कमीज़ के मुख से उसके अपने, रेशमी और ऊनी कपड़ों की कहानी को

सुनाने का प्रयत्न किया गया है। इसमें तीनों प्रकार की कमीज़ों का कच्चे माल के स्रोत से लेकर कमीज़ तक का रूप लेने की प्रक्रिया बताई गई है। इस प्रक्रिया में जुड़े कारीगरों की बात भी की गई है। पाठ *हमारा घर कितना प्यारा* में विषयवस्तु की प्रस्तावना चित्र प्रतियोगिता के द्वारा दी गई है। पाठ में विषयवस्तु का विकास विभिन्न प्रकार के मकानों के चित्रों द्वारा किया गया है। पाठ में यह भी विवरण दिया गया है कि जलवायु और प्राकृतिक संसाधनों का मकानों के प्रकारों पर क्या प्रभाव पड़ता है।

आपकी भूमिका क्या है?

- पूरी इकाई के पाठों को बच्चों के अनुभवों के द्वारा प्रस्तुत किया गया है। आप से अपेक्षा की जाती है कि पढ़ाते समय इन विधियों को अपनाते हुए बच्चों के वास्तविक तथा व्यक्तिगत अनुभवों का प्रयोग करें। प्रत्येक बच्चे का व्यक्तिगत अनुभव सुनना आवश्यक है।
- पाठ *भोजन के स्रोत* के शिक्षण-अधिगम के समय, पाठ में दी गई बच्चों की प्रक्रियाएँ कक्षा में ही करवाइए। साथ ही उनकी उपलब्धियों की जाँच करना भी ज़रूरी है। मौसम तथा स्थानीय परिवर्तन से भोजन में आई विविधता पर चर्चा कीजिए। बच्चों द्वारा लाए हुए भोजन की तुलना केवल उनके स्वाद से न करें। भोजन की गुणवत्ता और उनसे प्राप्त होने वाली पौष्टिकता के बारे में बातचीत कीजिए।
- पाठ *कहानी एक कमीज़ की* में कमीज़ की आत्मकथा को कपड़ों के विभिन्न प्रकार के कच्चे माल के बारे में बताने के लिए एक साधन मात्र उपयोग किया गया है। इस विधि को अपनाने का उद्देश्य विषयवस्तु को रुचिमय बनाना है। इस पाठ के शिक्षण के समय मुख्य शिक्षण-बिंदु पर चर्चा आवश्यक है। इसके लिए विभिन्न प्रकार की कमीज़ों जैसे, सूती, रेशमी तथा ऊनी कपड़ों के स्रोत तथा उनसे इस रूप तक आने की प्रक्रिया पर चर्चा कीजिए। इस प्रक्रिया से जुड़े विभिन्न व्यवसायों और उनके महत्त्व (आमदनी का साधन) पर भी चर्चा कीजिए। इसी तरह दैनिक जीवन से जुड़ी कुछ अन्य वस्तुओं के स्रोतों से लेकर जिस रूप में हम उनका उपयोग करते हैं जैसे, किताब, छाता, बरतन, मेज़, आदि पर भी चर्चा की जा सकती है।
- *हमारा घर कितना प्यारा* पाठ के शिक्षण के समय घरों की तुलना उनकी सुंदरता को लेकर न करें। मकानों में विविधता भौतिक एवं भौगोलिक कारणों से होती है, अतः इस पर चर्चा ज्यादा से ज्यादा करें। विभिन्न प्रकार के मकानों के चित्र

उपलब्ध हों तो उन्हें अवश्य दिखाएँ। बच्चों के परिवेश में पाए जानेवाले घरों पर खुलकर चर्चा कीजिए। पाठ में 'घर और मकान' शब्दों का उपयोग उनसे जुड़े भाव को लेकर किया गया है। अतः 'घर' और 'मकान' में अंतर भी स्पष्ट कीजिए।

- घर पशु-पक्षियों के लिए भी आवश्यक है – इस विषय पर भी चर्चा करवाइए। इनके प्रकारों पर तीसरी कक्षा में दी गई जानकारी को आगे बढ़ाने का प्रयत्न कीजिए।

पाठ 3

भोजन के स्रोत

कक्षा चार के सभी बच्चे प्रतिदिन एक साथ मिलकर खाना खाते हैं। **शिक्षक दिवस** पर बच्चों ने अपनी अध्यापिका से अपने साथ खाना खाने का आग्रह किया। अध्यापिका के 'हाँ' कहने पर सभी बच्चे बड़े प्रसन्न हुए।

खाने की छुट्‌टी होते ही बच्चों ने जल्दी-जल्दी अपने खाने के डिब्बे निकाल लिए।

खाना शुरू करने से पहले सभी बच्चे पंक्ति बनाकर हाथ धोने गए। बच्चों ने ज्यों ही अपने-अपने डिब्बे खोले, तो अध्यापिका ने उनसे पूछा "आप लोग आज खाने में क्या-क्या लाए हैं?"

"मैं तो चावल-दाल लाया हूँ", प्रकाश बोला।

"मैं आज आलू का परांठा और मेथी की सब्ज़ी लाई हूँ", सीमा बोली।

"मेरे खाने में तो आज इडली, डोसा और चटनी है", वेंकट बोला।

"शुभम् तुम क्या लाए हो?", अध्यापिका ने पूछा।

"मैडम, मैं तो आज आमलेट और डबल रोटी लाया हूँ।"

"मैडम, आप क्या लाई हैं?", रेहाना बोली।

"मैं तो आज फल लेकर आई हूँ – संतरा और केले।"

सभी ने मिलजुल कर धीरे-धीरे खाना खाया। खाना खाने के बाद प्रत्येक बच्चे ने कागज़, छिलके आदि को कूड़ेदान में डाला। उस जगह को भी साफ कर दिया जहाँ सभी ने खाना खाया था।

"आज आपके साथ खाना खाने में बहुत ही आनंद आया", अध्यापिका ने कहा।

सभी बच्चों ने खुशी से ताली बजाकर इस बात का समर्थन किया।

दूसरे दिन अध्यापिका के कक्षा में आते ही बच्चों ने उनसे भोजन के बारे में ही कुछ बातें जाननी चाहीं।

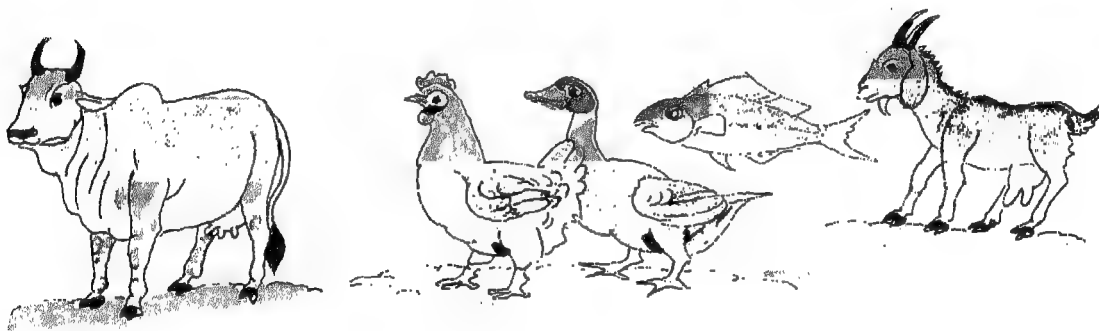
ठीक है! आज हम भोजन के बारे में ही बातचीत करेंगे। बातचीत शुरू करने से पहले अध्यापिका ने बच्चों को एक-दूसरे की सहायता से, उन सब चीज़ों की सूची बनाने को कहा जो वे पहले दिन खाने में लाए थे।

अनाज से बनी चीज़ें	**सब्जियाँ और फल**	**अन्य चीज़ें**
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________

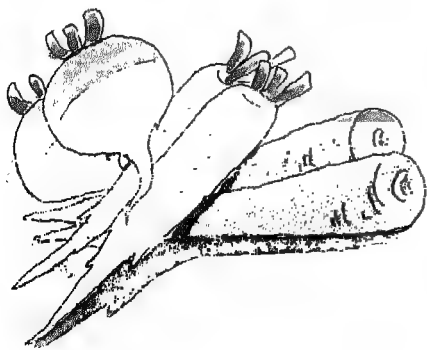
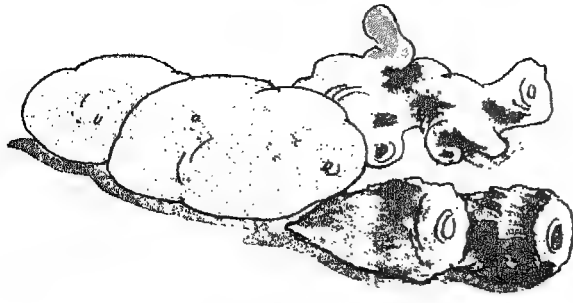
पानी भी हमारे भोजन का प्रमुख हिस्सा है। कुछ पानी हम पीते हैं और कुछ पानी हमें फल, सब्ज़ियों और दूध आदि से मिलता है।

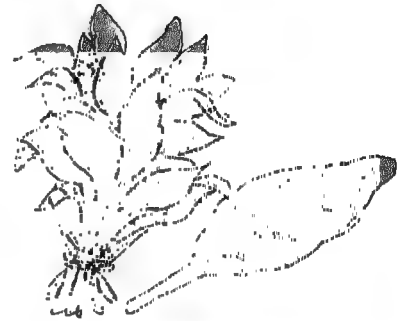
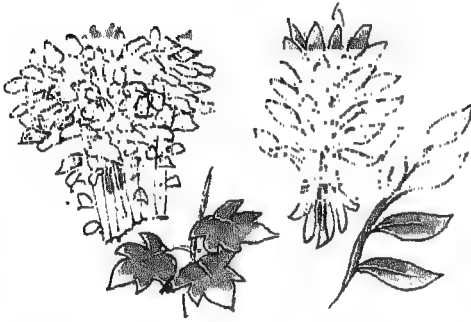
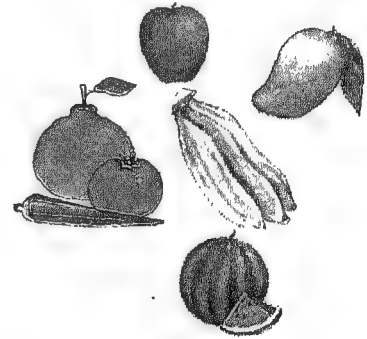
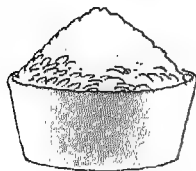
ये अनाज, सब्ज़ियाँ और अन्य चीज़ें हमें कहाँ-कहाँ से प्राप्त होती हैं?

खाने की चीज़ें हमें दो प्रमुख स्रोतों से प्राप्त होती हैं – **पेड़-पौधे और पशु-पक्षी।**

पेड़-पौधों से हमें फल, सब्जियाँ, दालें, अनाज आदि मिलते हैं।

पशु-पक्षियों से दूध, अंडा, मांस आदि प्राप्त होते हैं।

पेड़-पौधों के विभिन्न भाग हमारे खाने के काम आते हैं।

कुछ पौधों की जड़ें खायी जाती हैं, कुछ का तना। कुछ पौधों की पत्तियाँ और कुछ के फल हमारे भोजन का भाग होते हैं। कुछ पौधों के बीज भी खाए जाते हैं।

- मूली, गाजर, शलगम पौधों की **जड़ें** हैं।

- आलू, अदरक, अरबी, प्याज़, पौधों का **तना** भाग है।

- पालक, मेथी, बथुआ, धनिया पौधों की **पत्तियाँ** हैं।

- भिंडी, बैंगन, टमाटर, सेब, संतरा, केला आदि पौधों के **फल** भाग हैं।

- गेहूँ, चावल, बाजरा, मक्का जिन्हें हम अनाज कहते हैं, पौधों के **बीज** हैं।

अपने घर में खायी जाने वाली चीज़ों के दो-दो उदाहरण दीजिए।

पत्ते वाली सब्ज़ियाँ 1. ______ 2. ______

फल भाग वाली सब्जियाँ 1. ______ 2. ______

तना भाग वाली सब्जियाँ 1. ______ 2. ______

जिस तरह कुछ पेड़-पौधों के अलग-अलग भाग हमारे खाने के काम आते हैं ठीक उसी प्रकार पशु-पक्षियों से भी हमें खानें की तरह-तरह की चीज़ें मिलती हैं, जैसे –

- **दूध**

यह हमें बकरी, गाय, भैंस से मिलता है। दूध से दही, घी, पनीर, मक्खन आदि बनाए जाते हैं। दूध से तरह-तरह की मिठाइयाँ भी बनायी जाती हैं। देश के कुछ भागों में तो भेड़ और ऊँट का दूध भी प्रयोग में लाया जाता है।

- **अंडा और मांस**

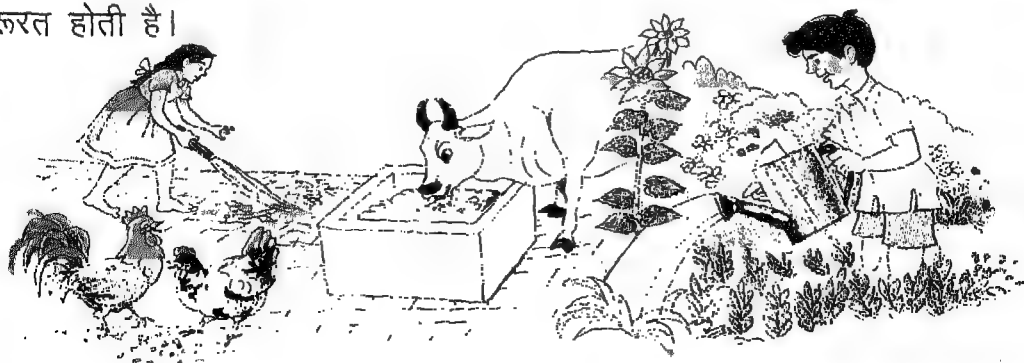
अंडा हमें मुरगी से मिलता है। कुछ लोग मांस भी खाते हैं। कुछ लोग मछली भी खाते हैं।

मुरगी के अंडे के अतिरिक्त और किसका अंडा खाने के काम आता है?

______

इन सबसे हमनें क्या जाना?

देखा कितना निर्भर है हमारा जीवन पेड़-पौधों और पशु-पक्षियों पर।

जिस तरह हम पेड़-पौधों और पशु-पक्षियों पर निर्भर हैं उसी तरह इन्हें भी हमारी ज़रूरत होती है।

हमें भी इनकी देखभाल करनी चाहिए। इसके लिए हमें कुछ बातों का ध्यान रखना जरूरी है, जैसे –

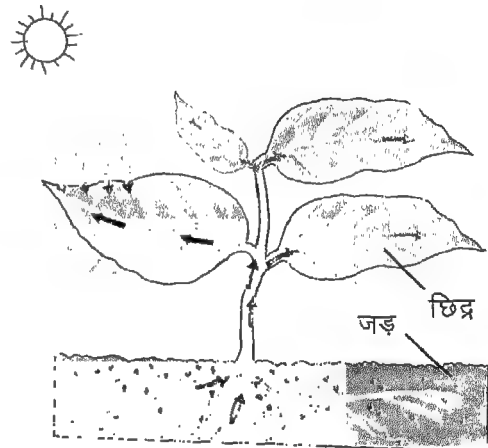
- पेड़-पौधों को पानी, खाद आदि समय पर देना।
- पालतू पशु और पक्षियों को समय पर सही मात्रा में भोजन देना।
- पालतू पशु और पक्षियों के रहने के स्थान को स्वच्छ रखना।

क्या आपने कभी सोचा है कि जिनसे हमें खाने की ये चीज़ें मिलती हैं, उनका अपना भोजन क्या होता है?

अधिकतर पेड़-पौधे अपना भोजन अपने आप ही बनाते हैं। भोजन के लिए वे किसी पर निर्भर नहीं रहते। इसलिए इन्हें **स्वयंपोषी** कहते हैं।

पौधों का भोजन पत्तियाँ बनाती हैं। पत्तियों का हरा रंग भोजन बनाने में सहायता करता है। इस हरे रंग को **पर्ण-हरित** (कलोरोफिल) कहते हैं।

इसके अतिरिक्त भोजन के लिए पौधों को पानी और कार्बन डाईआक्साइड की आवश्यकता होती है। पानी, पौधे मिट्टी में से जड़ों के द्वारा लेते हैं।

पौधे इसे पत्तियों पर पाए जाने वाले छोटे-छोटे छिद्रों द्वारा वातावरण में से भी लेते हैं। पत्तियाँ इन्हीं छिद्रों द्वारा कार्बन डाईआक्साइड भी लेती हैं। यह भी वातावरण में ही मिलती है।

पौधों का भोजन सूर्य के प्रकाश में बनता है। पौधों के भोजन बनाने की इस प्रक्रिया को **प्रकाश संश्लेषण** कहते हैं।

पशु-पक्षी अपना भोजन अपने आप नहीं बनाते। अपने भोजन के लिए वे पौधों एवं अन्य पशु-पक्षियों पर निर्भर रहते हैं। इसलिए इन्हें **परपोषी** भी कहते हैं।

- कुछ पशुओं का भोजन केवल पेड़-पौधे होते हैं, जैसे – गाय, भैंस, बकरी, हाथी, ऊँट आदि।
- कुछ पशु-पक्षियों का भोजन पेड़-पौधों के साथ-साथ दूसरे जीव-जंतु भी होते हैं, जैसे – बिल्ली, कुत्ता, बतख, मछली आदि।

- कुछ पशु केवल पशुओं को ही अपना भोजन बनाते हैं, जैसे – शेर, चीता, भेड़िया, आदि।

1. ऐसे दो पशु-पक्षियों के नाम लिखिए जो केवल पेड़ और पौधों पर निर्भर रहते हैं।

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2. ऐसे दो पशुओं के नाम लिखिए जो पेड़-पौधे एवं पशुओं – दोनों पर निर्भर रहते हैं।

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3. दो ऐसे पशुओं के नाम लिखिए जो केवल मांस ही खाते हैं।

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हमने क्या सीखा?

मौखिक

1. पौधों से हमें खाने की क्या-क्या चीज़ें मिलती हैं?
2. आपके घर में दूध से क्या-क्या बनाया जाता है?
3. ऐसे तीन पौधों के नाम बताइए जिनकी पत्तियाँ हम खाते हैं?
4. हम गाजर के पौधे का कौन-सा भाग खाते हैं?
5. पेड़-पौधों की देखभाल क्यों करनी ज़रूरी है?

लिखित

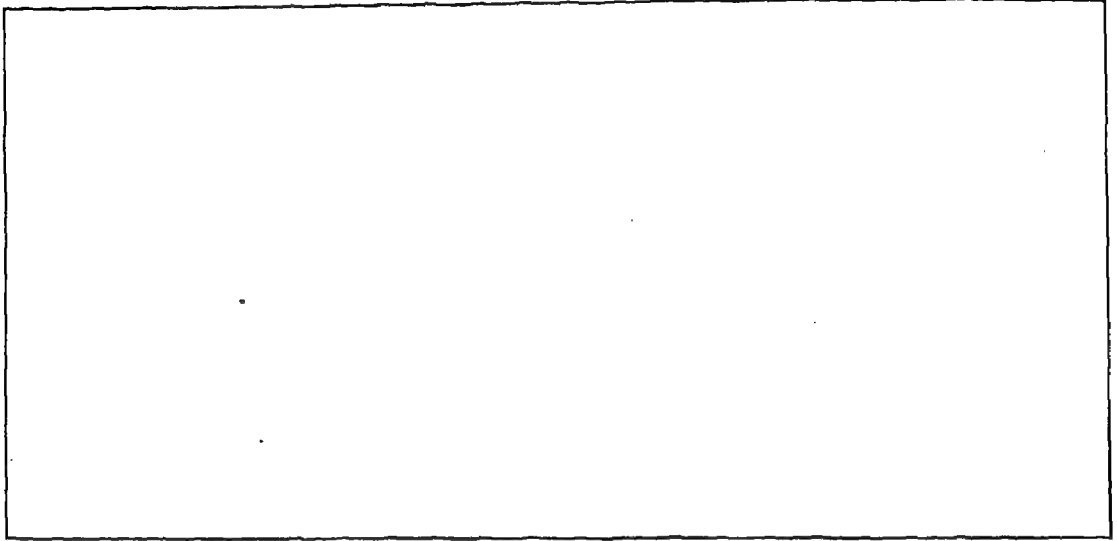
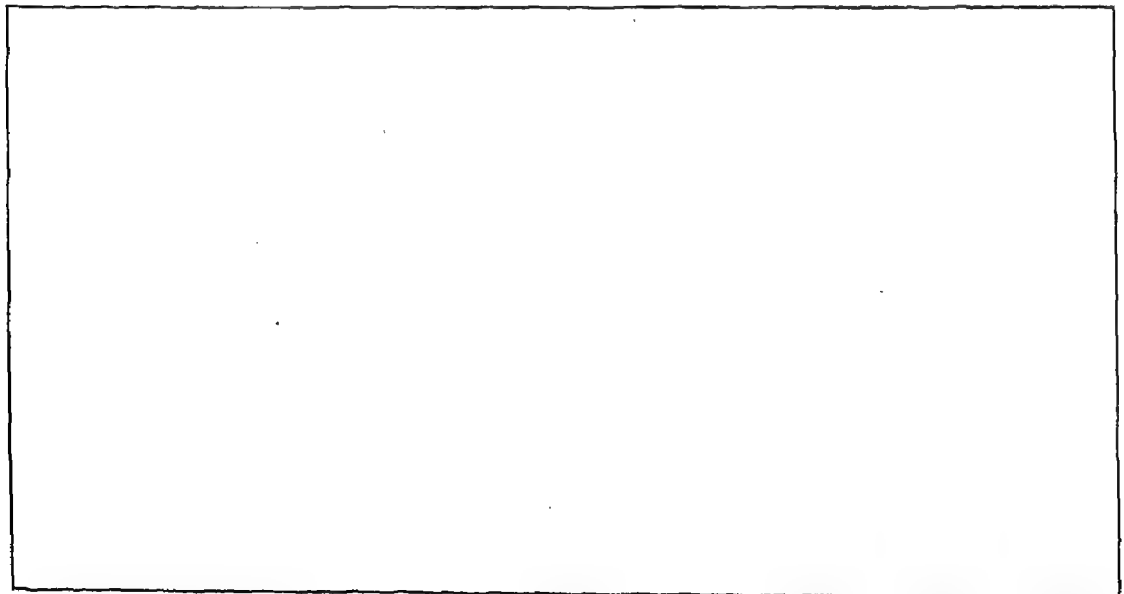
1. जोड़े बनाइए :

अदरक	-	पत्ती
मूली	-	फल
टमाटर	-	बीज
चावल	-	जड़
पालक	-	तना

2. पौधे अपना भोजन कैसे बनाते हैं?
3. किन्हीं दो ऐसे पशुओं के नाम लिखिए जो केवल पौधों पर निर्भर करते हैं।
4. किन्हीं दो पौधों के नाम लिखिए जिनसे हमें अनाज मिलता है।
5. अपनी पाठशाला में पेड़-पौधों की देखभाल आप कैसे करते हैं?
6. हमें अपने पालतू पशु-पक्षियों की देखभाल कैसे करनी चाहिए?
7. हमारे शरीर को पानी कहाँ-कहाँ से मिलता है?
8. स्वयंपोषी एवं परपोषी में अंतर लिखिए।
9. नीचे दी गई तालिका से खाने की चीज़ों के नाम ढूँढ़िए और उन्हें कॉपी में लिखिए। एक उदाहरण दिया गया है।

ट	मा	ट	र	प
पा	ली	थी	न	पी
ल	लौ	की	म	ता
क	ट्	दू	की	नू
क	म	र	न	ग
ड़ी	त	नी	बू	ज

कुछ करने के लिए

☺ अपनी पंसद के पालतू पशु का चित्र बनाकर उसके नीचे लिखिए कि वह क्या-क्या खाता है।

☺ अपनी पसंद के फल का चित्र बनाइए। उसमें रंग भरिए।

☺ पौधों से मिलने वाली खाने की वस्तुओं के चित्र इकट्ठे कीजिए। इन्हें कॉपी में चिपकाइए और नीचे नाम भी लिखिए।

पाठ 4

कहानी एक कमीज़ की

एक दिन जब मैं अपने कमरे में पहुँचा तो किसी के सुबकने की आवाज़ आई। मैंने इधर-उधर देखा, कोई नज़र नहीं आया। बहुत कोशिश करने पर समझ में आया कि यह आवाज़ तो सामने की दीवार की ओर से आ रही है। मैंने देखा कि बहुत दिनों से कील पर टँगी मेरी पुरानी कमीज़ रो रही है।

"अरे तुम्हें क्या हुआ! तुम रो क्यों रही हो?", मैंने पूछा।

वह बोली, "ज़रा अपने आप सोचो मेरे रोने का क्या कारण हो सकता है। तुम मुझे बिलकुल भूल गए हो। पिछले एक महीने से तुमने मुझे यहाँ टाँग रखा है। देखो, कितनी धूल जम गई है। मेरा रंग भी खराब हो गया है।

क्या तुम्हें याद है जब तुम्हारी माँ मुझे खरीद कर लाई थी? तुम्हें मैं कितनी अच्छी लगी थी? तुम भी मुझे अच्छे लगे थे। मैं बहुत खुश थी। तुम्हारा साथ पाने से पहले मैं जिन कठिनाइयों से गुज़री थी, वह सब मैं भूल गई थी।"

"अरे ! आज तो तुम्हारा बहुत बात करने का मन हो रहा है। ज़रा मुझे भी तो सुनाओ अपनी कहानी।"

"जिस दुकान से तुम्हारी माँ ने मुझे खरीदा था वहाँ पहुँचने से पहले मुझे एक दरज़ी ने यह रूप दिया था।

उसने एक कपड़े को काटकर मुझे सिला। यह कपड़े का टुकड़ा, उसने एक बड़े थान से लिया था। उसने मेरी तरह की और भी बहुत-सी कमीज़ें बनाई थीं। आज पता नहीं मेरी वे सब सहेलियाँ कहाँ हैं?

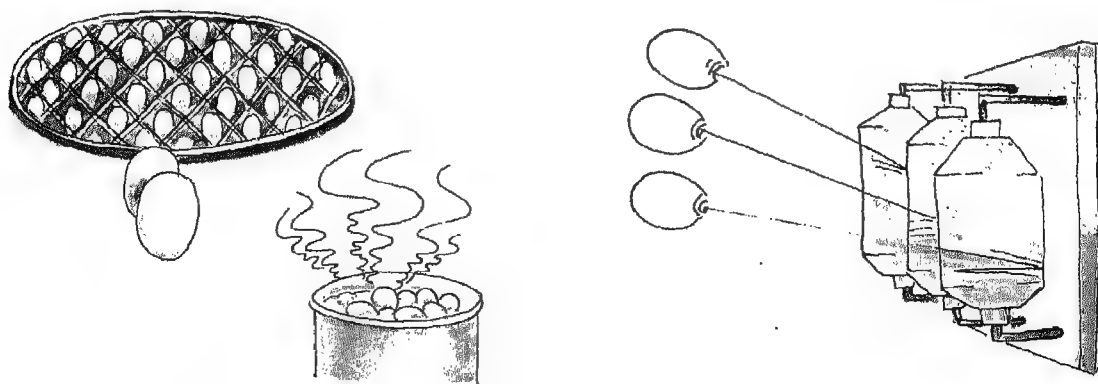
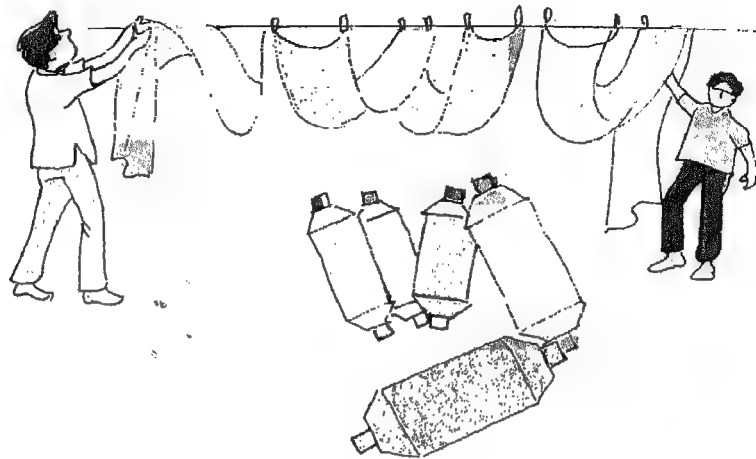
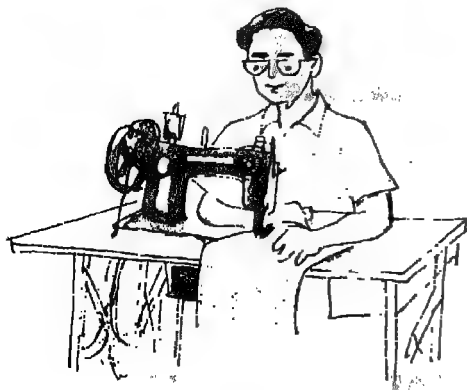
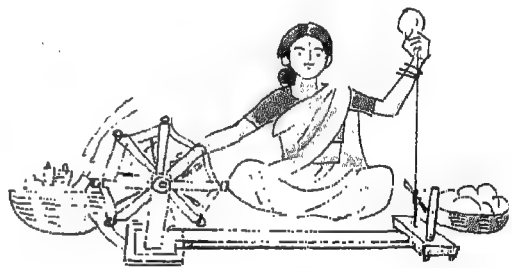
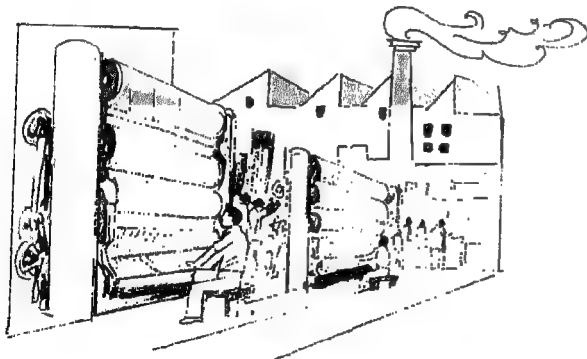
अब तो तुम्हारे घर में भी मेरी बहुत-सी सहेलियाँ हैं। कुछ तो मेरे जैसी सूती ही हैं। हम में से एक रेशम के कपड़े की और दूसरी ऊनी कपड़े की बनी है। परंतु हम तीनों वर्ष के कुछ महीनों में ही एक-दूसरे से मिल पाती हैं।

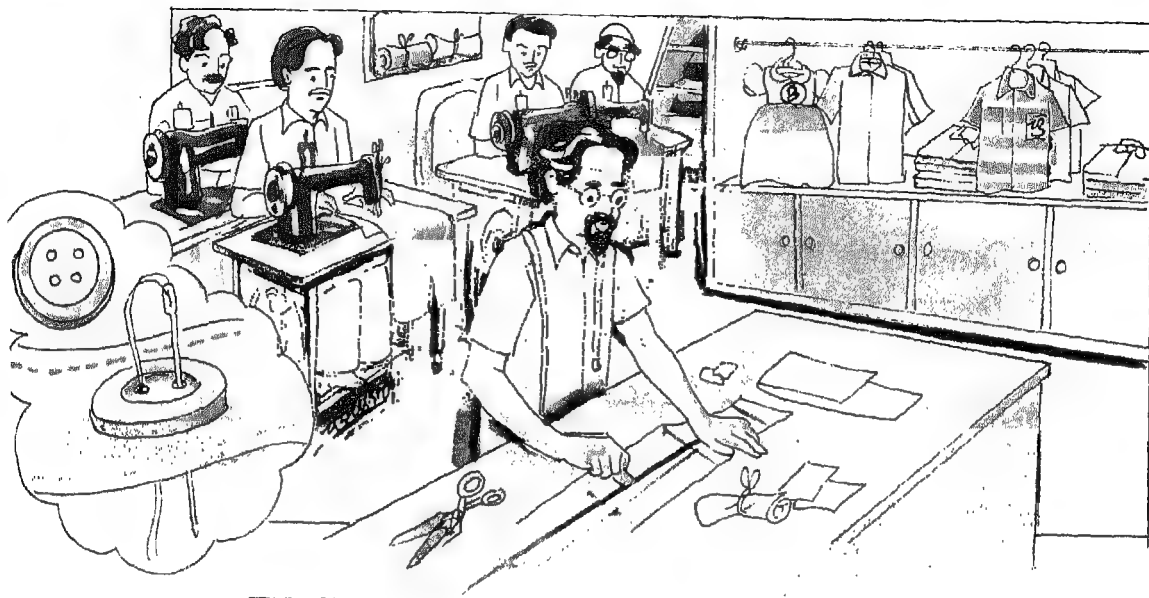
गरमी के दिनों में तो तुम रेशमी और ऊनी कमीज़ को संदूक में बंद कर देते हो।

एक दिन जब हम तीनों धुलकर और इस्तरी होकर आईं तो हमें बहुत अच्छा लग रहा था। उस दिन हम तीनों ने एक-दूसरे को यहाँ पहुँचने तक की अपनी-अपनी कहानी सुनाई।

सबसे पहले **रेशम की कमीज़** ने जो बहुत ही मुलायम और हलकी है, अपनी कहानी सुनाई। उसने बताया कि जिस कपड़े से वह बनी है, उसका धागा एक कीट के मुँह से निकली लार से बना है।

इसे रेशम-कीट कहते हैं। बहुत से लोग इन कीटों को पालते हैं। यह कीट शहतूत के पेड़ के पत्ते खाता है। इस कीट की लार धागे के रूप में इसके शरीर के चारों ओर

लिपटती जाती है। लार के लिपटने से यह एक छोटे-से गोले (प्यूपा) जैसा दिखाई देने लगता है। इसके बाद इसे पानी में उबाला जाता है। फिर इसके ऊपर लिपटे धागे को

निकालकर साफ़ किया जाता है और धागे को रील पर लपेटा जाता है। इस धागे से बुनाई करके रेशमी कपड़ा बनाया जाता है। कभी तो इस कपड़े को रंगा जाता है और कभी कपड़ा बुनने से पहले ही धागे को रंग लिया जाता है। फिर इस धागे से रंग-बिरंगे रूपों में कपड़ा बुना जाता है।

कुछ लोग रेशम से कपड़े बुनने का काम घरों में करते हैं। कहीं-कहीं बड़े कारखानों में यह काम किया जाता है जहाँ कई लोग इस कार्य में जुड़े होते हैं। तैयार कपड़े के थानों को दुकानों पर भेज दिया जाता है।

इन थानों से कपड़ा काटकर कपड़े सिल दिए जाते हैं। सिलाई का काम दरज़ी करते हैं। बड़े-बड़े कारखानों में सिलाई का काम मशीनों द्वारा होता है।

कारखानों में सिलाई के काम में बहुत लोग जुड़े होते हैं। जैसे – कोई कपड़े का एक हिस्सा बनाता है तो कोई सब हिस्सों को जोड़ता है। कोई बटन लगाता है तो कोई काज बनाता है।

ऊनी कपड़े की कमीज़ ने बताया कि वह भी ऐसे ही बनी थी। अंतर केवल इतना है कि उसके धागे **भेड़** की ऊन से बने हैं।

भेड़ों को बहुत से लोग पालते हैं। भेड़ों के शरीर पर बहुत बाल होते हैं। समय-समय पर इन बालों को उतारा जाता है। उनका धागा बनाकर कपड़ा बुना जाता है। ये धागे मोटे काते जाते हैं। इन मोटे धागों को ऊन कहा जाता है।

इनसे बहुत लोग कपड़ों के ऊपर पहने जाने वाले चोगे और कोट बनाते हैं।

ऊन से बहुत से लोग स्वैटर भी बुनते हैं।

भेड़ के अतिरिक्त याक और ऊँट के बालों से भी ऊन बनाई जाती है।

देश के किन-किन स्थानों पर ऊँट और याक पाए जाते हैं।

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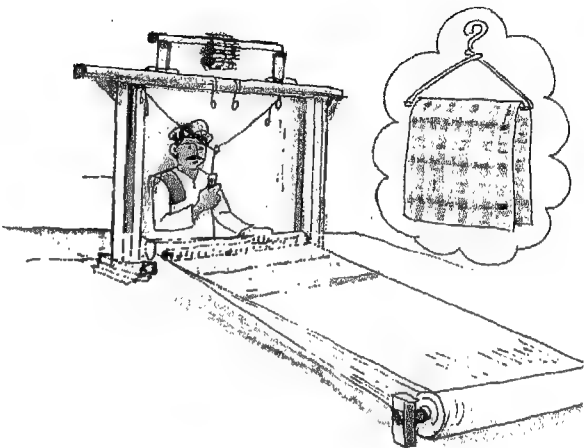
मैंने अपनी कहानी भी सुनाई। मैंने बताया कि मेरा कपड़ा रुई से बना है। यह रुई कपास के पौधे से प्राप्त होती है। कपास के पौधों को किसान अपने खेतों में उगाते हैं। पौधों से निकालकर रुई को बीज से अलग किया जाता है। रुई की धुनाई की जाती है। रुई को कातकर, उसके धागे बना दिए जाते हैं। इन धागों से सूती कपड़ा बुना जाता है। कपड़ा बुननेवालों को **बुनकर** कहते हैं।

उसके बाद की कहानी हम सबकी एक-सी ही है।"

"यह तो बड़ी अच्छी जानकारी दी तुमने! अब यह भी बता दो कि मैं तुम तीनों का रखरखाव किस प्रकार करूँ।"

"मेरा रखरखाव तो बहुत आसान है। मुझे पहनने के बाद धोकर, अच्छी तरह सुखाकर, इस्तरी करके रखना चाहिए।

रेशमी और ऊनी कपड़ों को घर में किसी अच्छे तरल साबुन से धो सकते हैं अथवा ड्राईक्लीन करवा सकते हैं। फिर उन्हें साफ़ सूती कपड़े में लपेट कर रखना चाहिए।

इन्हें जल्दी कीड़ा लग जाता है। अतः इनको रखते समय इनमें नीम की सूखी पत्तियाँ या नैप्थलीन की गोलियाँ डालते हैं। ये कीड़ों से कपड़ों का बचाव करते हैं। इन्हें समय-समय पर धूप भी दिखानी चाहिए।"

"आज तुमने मुझे कितनी अच्छी बातें बताई हैं। अब मैं हमेशा अपने कपड़ों का इसी प्रकार ध्यान रखूँगा।

चलो, शुरुआत तुम्हीं से करते हैं। पहले तुम्हें धोकर सुखाता हूँ। कितने अच्छे बच्चे हो तुम। अब मैं बहुत खुश हूँ।"

हमने क्या सीखा?

मौखिक

1. आप गरमियों में किस प्रकार के कपड़े पहनते हैं?
2. आप अपने वस्त्रों की देखभाल कैसे करते हैं?
3. आपके कपड़े कौन सिलता है?
4. अगर आपके कोई मित्र नहीं हों तो आपको कैसा लगेगा?

लिखित

1. खाली स्थान भरिए :

   (i) हमारे कपड़े —————— सिलता है।

   (ii) हमें ऊन —————— से मिलती है।

   (iii) रेशम हमें ——— ——— से प्राप्त होता है।

   (iv) सूती कपड़ा बनाने के लिए —————— हमें पौधों से प्राप्त होती है।

2. निम्नलिखित वाक्यांशों को सूती वस्त्र की तैयारी के सही क्रम में लगाइए और इन्हें अपनी कॉपी में लिखिए।

   (i) कपड़े को रंगना। ☐

   (ii) रुई से बीजों को अलग करना। ☐

   (iii) कपड़े सिलना। ☐

   (iv) रुई को कातकर धागे में बदलना। ☐

   (v) धागों से कपड़ा बुनना। ☐

   (vi) कपड़े के थानों का बाज़ार में आना। ☐

3. कपड़ों की सफ़ाई क्यों रखनी चाहिए?
4. रेशमी कपड़ों की देखभाल कैसे की जाती है?
5. रेशमी और ऊनी कपड़ों को कीड़ों से बचाने के लिए क्या करना चाहिए?
6. सूती और रेशमी कपड़े की दो भिन्नताएँ लिखिए।

7. ऊनी, रेशमी और सूती कपड़े के अतिरिक्त और किस प्रकार के कपड़ों से वस्त्र बनाए जाते हैं?

8. कमीज़ के अतिरिक्त हम और कौन-कौन से वस्त्र पहनते हैं?

9. पुरुषों और स्त्रियों की पहनने वाली पोशाकों के नाम लिखिए।

पुरुष	स्त्री
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10. कपास उगाने से लेकर वस्त्र बनने तक की प्रक्रिया में कौन-कौन से लोग जुड़े होते हैं? वे ये व्यवसाय क्यों करते हैं?

11. सही शब्द चुनकर खाली स्थान में लिखिए :

दरज़ी, धोबी, किसान, रंगरेज़, बुनकर

(i) जो खेतों में कपास उगाता है ________

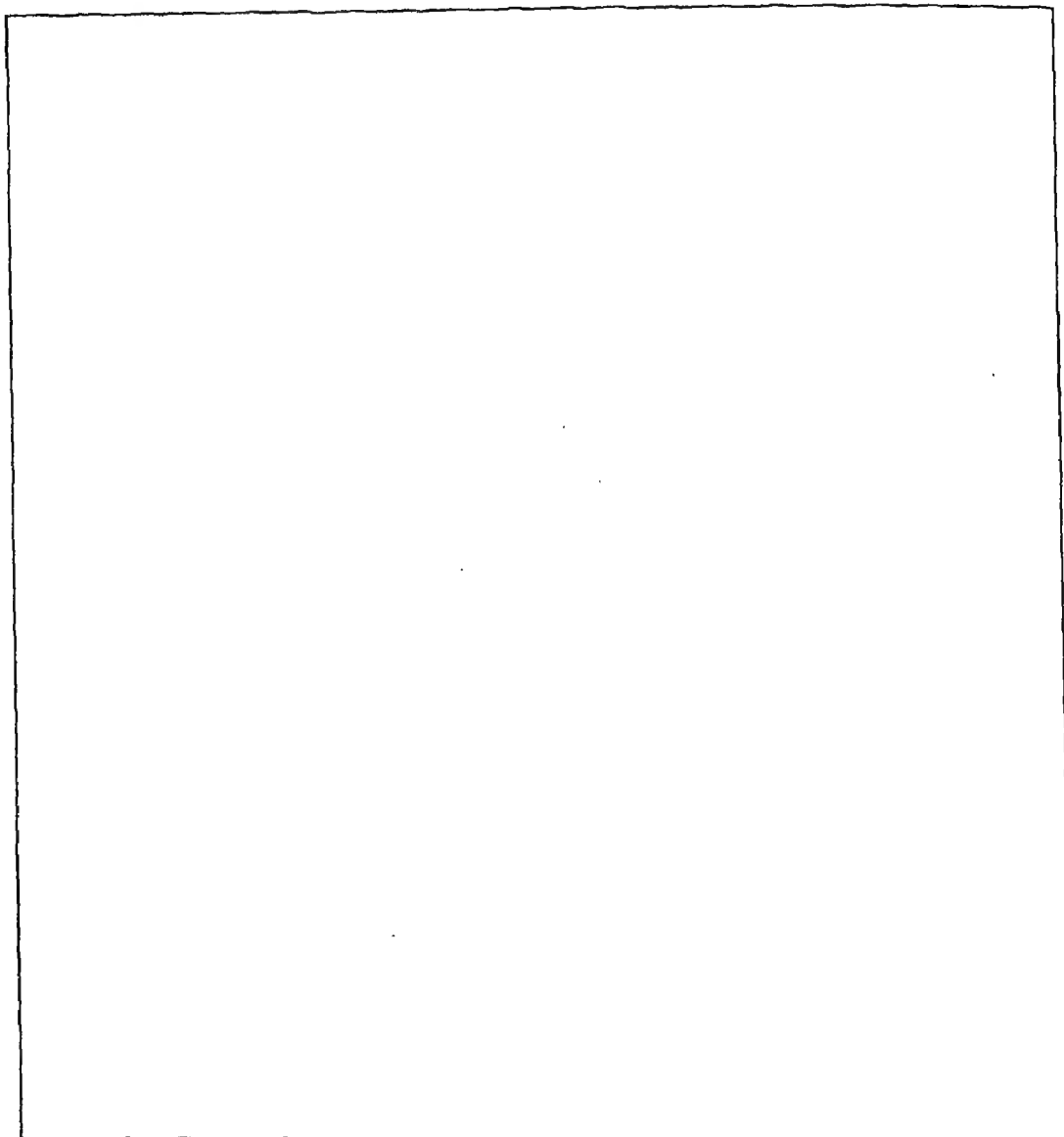
(ii) जो कपड़ा बुनता है ________

(iii) जो कपड़े सिलता है ________

(iv) जो कपड़े धोता है ________

(v) जो कपड़े रंगता है ________

कुछ करने के लिए

- अपने कपड़ों में से जो पोशाक आपको सबसे अच्छी लगती हो, उसका चित्र बनाइए, नाम लिखिए और उसमें रंग भरिए।

- अपने छोटे भाई/बहन या मित्र को 'रेशम की कमीज़' की कहानी सुनाइए।
- विभिन्न प्रकार के कपड़ों की कतरन इकट्ठी कर चार्ट पेपर पर लगाइए। नीचे उस कपड़े का नाम भी लिखिए।

पाठ 5

हमारा घर कितना प्यारा

हमारी कक्षा के सभी बच्चों ने आज **हमारा घर** शीर्षक पर चित्र बनाने की प्रतियोगिता में भाग लिया।

इसके लिए बच्चे पूरी तैयारी से आए थे। किसी के हाथ में चार्ट पेपर था तो किसी के हाथ में रंगों का डिब्बा।

कोई पेंसिल छील रहा था तो कोई रंगीन पेंसिलें तैयार कर रहा था। सभी बच्चे बहुत खुश थे।

जैसे ही घंटी बजी सब जुट गए घर का चित्र बनाने में। इसके लिए उन्हें एक घंटे का समय दिया गया था। सभी ने बड़ी रुचि के साथ चित्र बनाए।

एक घंटे के बाद सारे चित्र कक्षा की दीवारों पर प्रदर्शित किए गए।

"कितना रंग-बिरंगा लग रहा है हमारी कक्षा का कमरा!", एक बच्चा बोला।

आधी छुट्टी के समय पाठशाला के सभी अध्यापक अपनी-अपनी कक्षा के सभी बच्चों को हमारी कक्षा में टंगे चित्र दिखाने लाए। सभी बच्चे तरह-तरह के घरों के चित्र देखकर चकित थे।

कोई घर छोटा था तो कोई बड़ा।

कोई कच्चा था तो कोई पक्का।

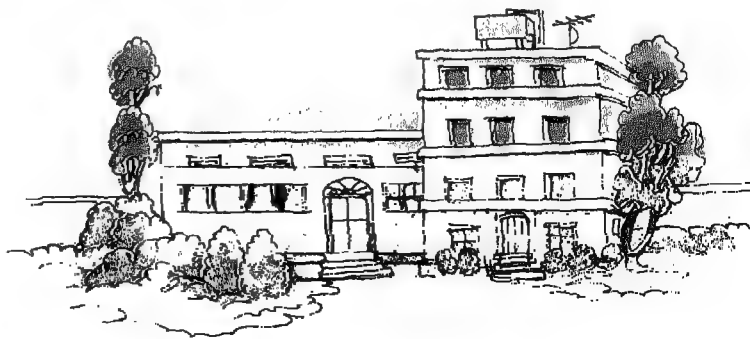
पक्के घरों में भी कोई ईंट का बना था तो कोई ईंट और पत्थर का।

किसी की छत सीधी थी तो किसी की ढलान वाली।

कोई घर तंबू के रूप में था तो कोई घर ज़मीन से ऊँचा खंभों पर खड़ा था।

तीसरी कक्षा का एक बच्चा बोला, "अरे, यह घर तो बड़ा अनोखा घर है! यह तो बिलकुल सफ़ेद है। इसमें अंदर जाने का रास्ता भी कितना छोटा है। इसके नीचे 'इग्लू' लिखा है।"

आधी छुट्टी के बाद कक्षा में बनाए गए घरों के चित्रों पर चर्चा की गई।

"यह मकान ईंट और पत्थर से बना है। इसमें बहुत-से दरवाज़े हैं। दरवाज़े और खिड़कियाँ लकड़ी के बने हैं। खिड़कियों पर लगी ग्रिल लोहे की है।

घर में बहुत-सी खिड़कियाँ और दरवाज़े बनाने का क्या लाभ होता है?

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घर का मुख्य द्वार पूर्व दिशा में क्यों अच्छा समझा जाता है?

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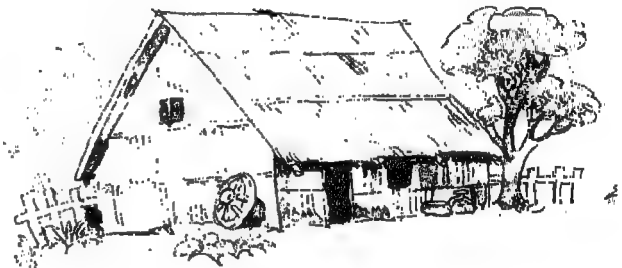
पक्के मकान बनाने के लिए पत्थर और ईंट का प्रयोग किया जाता है। पत्थर प्रकृति की देन है। ईंट मिट्टी से बनाई जाती हैं। ईंटों को बड़े-बड़े भट्ठों में पकाया जाता है।

दरवाज़े, खिड़कियों के लिए लकड़ी हमें पेड़ों से प्राप्त होती है। इन्हें बढ़ई लकड़ी से बनाता है। मकान, मिस्त्री और मज़दूर मिलकर बनाते हैं। ऐसे मकान अधिकतर मैदानी भागों में बनाए जाते हैं। इन मकानों की छत समतल होती है।

"यह है कच्ची ईंट, गारे, मिट्टी और घास-फूस से बना मकान।

ऐसे मकानों को कच्चे मकान कहा जाता है। इन मकानों को प्रायः घर के लोग ही मिलकर बना लेते हैं।

गारे के लिए मिट्टी और छत बनाने के लिए घास-फूस आस-पास से ही मिल जाते हैं। इनको बनाने में खर्च भी कम होता है।

आमतौर पर ऐसे मकानों की दीवारें बहुत मोटी बनाई जाती हैं। ये दीवारें घर में रहने वालों को गरमी और सरदी से बचाती हैं।"

मिट्टी की मोटी दीवारों वाले घर गरमी और सरदी से बचाव कैसे करते हैं?

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"अरे! इस चित्र की ओर तो देखो", कुछ बच्चे बोले।

"इस चित्र में घर की छत तो ढलवाँ बनी है। छत ने मकान की दीवारों को भी काफ़ी ढक रखा है।"

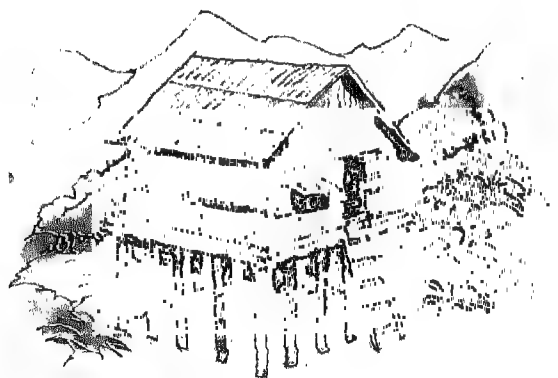
यूसुफ, जिसने यह चित्र बनाया था, बता रहा था कि ऐसे मकान वहाँ बनाए जाते हैं जहाँ बहुत वर्षा होती है।

ऐसे मकान उन पहाड़ी भागों में भी बनाए जाते हैं जहाँ बरफ़ गिरती है।

एक बच्चे के पूछने पर यूसुफ ने बताया कि ऐसी छतों पर पानी नहीं रुकता। इससे मकान की दीवारों को खतरा नहीं होता। मकान में सीलन भी नहीं आती।

ऐसी छतों पर बरफ़ के भार का असर भी कम होता है।

दूसरे बच्चे ने पूछा, "यह सब तुम्हें कैसे मालूम हुआ?"

"मेरे मामा, पहाड़ी क्षेत्र में रहते हैं। मैं वहाँ घूमने गया था", यूसुफ ने उत्तर दिया।

"यह है लकड़ी के खंभों पर बना घर। यह ज़मीन से बहुत ऊँचा है। यह मकान बना भी लकड़ी का ही है। इसके खंभे मोटी लकड़ी के बने हैं। ऐसे मकान बहुत सुंदर होते हैं। इनकी दीवारें लकड़ी के बहुत पतले और लंबे टुकड़ों से बनाई जाती हैं।

इस तरह के मकान उन भागों में बनाए जाते हैं जहाँ बहुत अधिक वर्षा के कारण बाढ़ आती रहती है। ऐसे मकान समुद्र के पास की जगहों पर भी बनाए जाते हैं।

इस तरह के मकान तूफानों के समय समुद्री लहरों के प्रभाव से बचे रहते हैं। पहाड़ी भागों में भी ऐसे मकान बनाए जाते हैं। ज़मीन से ऊँचे बने होने के कारण इन घरों में पहुँचने के लिए सीढ़ी का प्रयोग किया जाता है। रात के समय सीढ़ी को

हटा लिया जाता है। इससे इन मकानों में रहने वाले लोगों का हानिकारक जीव-जंतुओं से बचाव भी हो जाता है।"

"यह घर तो बहुत ही सुंदर बना है। इसके सामने बहुत से पेड़-पौधे लगे हैं। एक तरफ़ गाय, भैंस के लिए छप्पर बनाया गया है। मुरगियों के लिए दड़बा भी बना है।

ऐसे पक्के मकान की दीवारों पर पेन्ट किया जाता है। यह पेन्ट दीवारों को मौसम के असर से तो बचाते ही हैं साथ ही देखने में भी सुंदर बना देता है।"

1. घर के आस-पास पेड़-पौधे लगाने के क्या लाभ हैं?

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2. पशु हमारे मित्र क्यों हैं?

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3. हमें अपने मित्र पेड़-पौधों और पशुओं की देखभाल कैसे करनी चाहिए?

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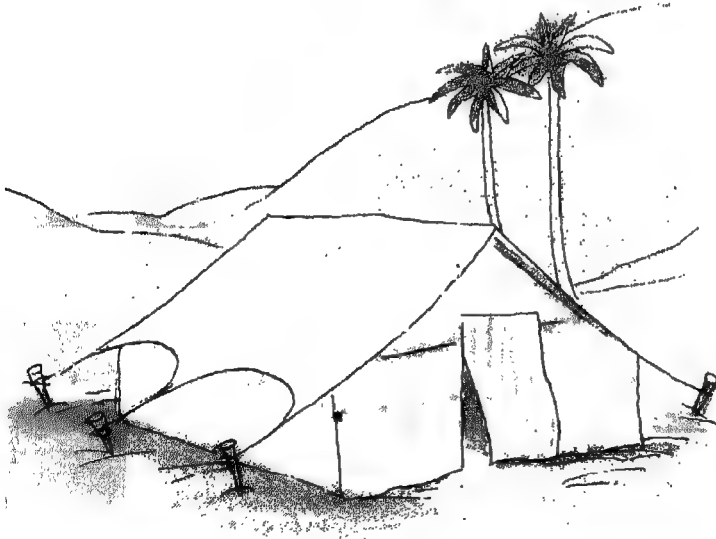
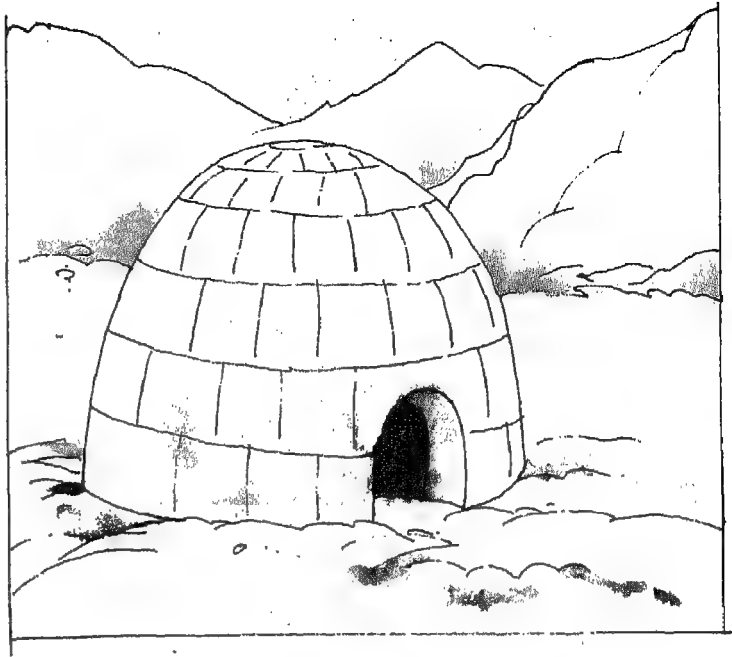
“यह गोल आकार का सुंदर-सा घर है। इसमें एक ही छोटा-सा दरवाज़ा है।

क्या आप सोच सकते हैं कि यह पूरा बरफ़ से बना है? ऐसे घरों को ‘इग्लू’ कहा जाता है।

पृथ्वी पर कुछ स्थान ऐसे भी हैं जहाँ पूरे वर्ष बरफ़ जमी रहती है। दूर-दूर तक कुछ और दिखाई नहीं देता।

यहाँ बहुत कम आबादी होती है। वहाँ रहने वाले लोग बरफ़ से ही अपने घर बनाते हैं। मौसम बहुत ठंडा होने के कारण यह बरफ़ पिघलती नहीं है।”

“देखो, यह घर तंबू से बना है। ऐसे घर रेतीले स्थानों में बनाए जाते हैं। ये घर अस्थाई होते हैं। इनमें रहने वाले लोग भोजन और पानी की खोज में एक स्थान से दूसरे स्थान पर जाते रहते हैं। इन्हें खानाबदोश कहते हैं। तंबू उन्हें गरमी और आँधी से बचाते हैं।”

इन सबसे हमने क्या सीखा?

- मकान बनाने के लिए जिस जगह जो सामग्री आसानी से मिलती है, प्रायः वही उपयोग में लाई जाती है।
- कुछ सामग्री हमें प्रकृति से मिलती है, जैसे – पेड़, चट्टानें, मिट्टी, खनिज, आदि।
- कुछ सामान प्रकृति से प्राप्त वस्तुओं से मनुष्य द्वारा बनाया जाता है, जैसे – ईंट, सीमेंट, आदि।
- मकान का स्वरूप उस क्षेत्र के मौसम के अनुरूप होता है ।

हमारी तरह पशु-पक्षियों के घर भी होते हैं।
कुछ पशु-पक्षी अपने घर स्वयं बनाते हैं।
कुछ पालतु पशुओं के लिए हम उनके घर बनाते हैं।

हमने क्या सीखा?

मौखिक

1. मकान बनाने के लिए किस-किस सामग्री की आवश्यकता होती है?
2. आपके घर के आस-पास किस-किस तरह के घर हैं?
3. बरफ़ से बने मकान को क्या कहते हैं?
4. पहाड़ी स्थान पर बने मकानों की छतें ढलवाँ क्यों होती हैं?
5. भूमि पर बने और खंभों पर बने मकानों में क्या अंतर होता है?
6. अपने घर और अपनी पाठशाला में कोई एक भिन्नता बताइए।

लिखित

1. पक्का घर बनाने के लिए कौन-कौन-सी वस्तुओं की ज़रूरत होती है?
2. कच्चा घर बनाने के लिए कौन-सी सामग्री की ज़रूरत पड़ती है?

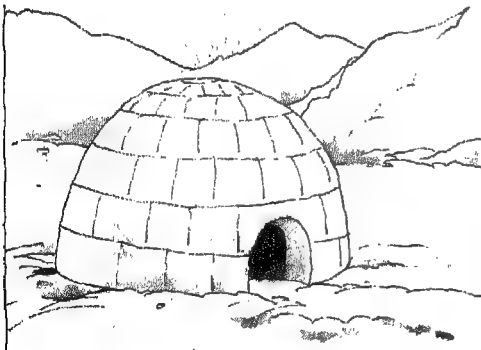
3. रेतीले स्थानों में किस तरह के घर होते हैं? चित्र भी बनाइए।
4. खंभों वाले घर में रात को सीढ़ी को क्यों हटा लिया जाता है?
5. आपका मकान आप के मित्र के मकान से कैसे भिन्न है? कोई दो भिन्नताएँ लिखिए।
6. पक्षियों के घर को क्या कहा जाता है?
7. भिन्न पर गोला लगाइए :

   (i) सीमेंट, ईंट, लोहा, घास-फूस

   (ii) लोहा, मिट्टी, घास-फूस, लकड़ी

   (iii) बरफ़, लकड़ी, मिट्टी, पत्ते

कुछ करने के लिए

- आपके घर के निर्माण में किन-किन चीज़ों का उपयोग किया हुआ है? उन्हें अपनी कॉपी में लिखिए।
- चित्र पहचान कर घर के विषय में तीन वाक्य लिखें।

(i) ______________________

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(ii) ______________________

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(iii) ______________________

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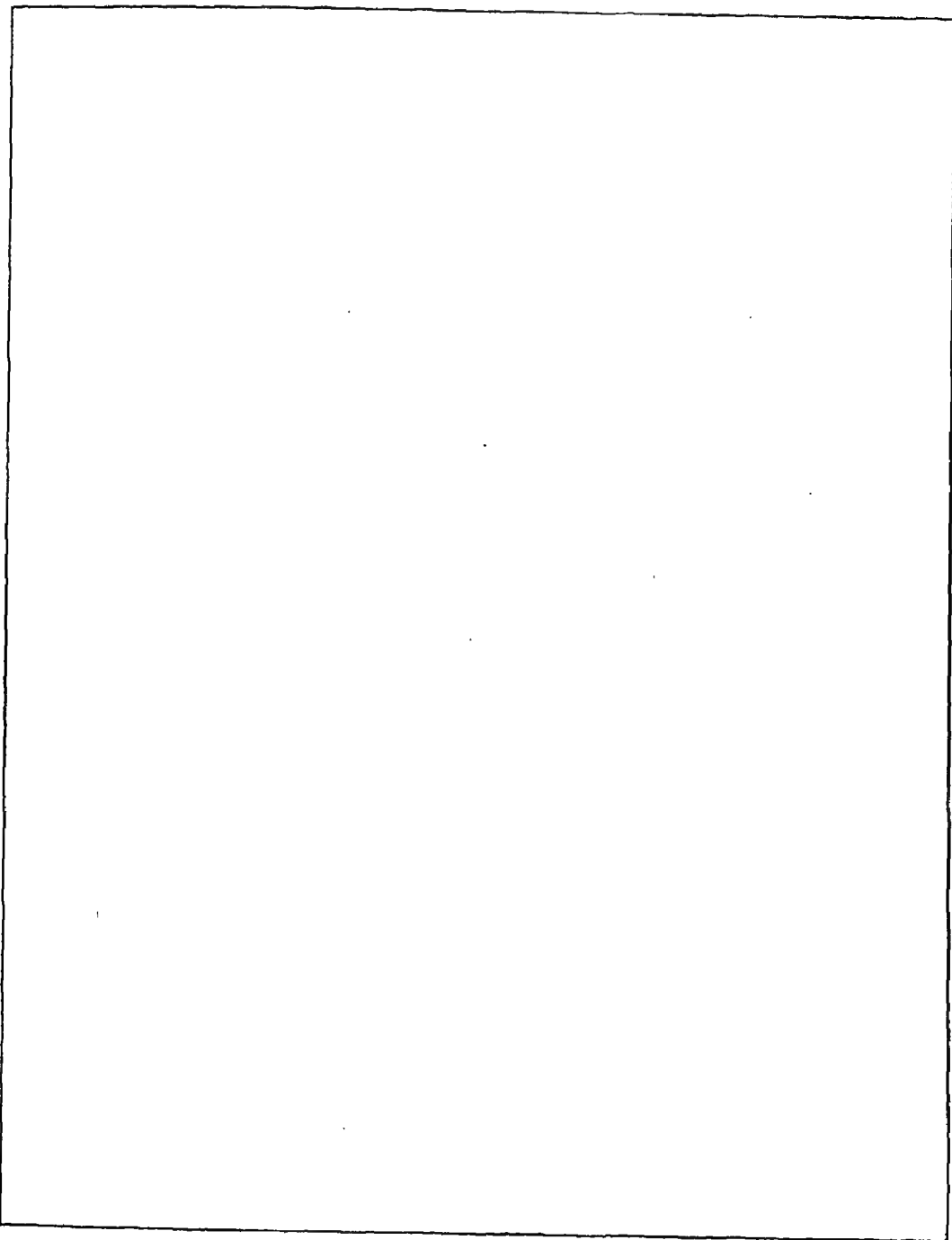
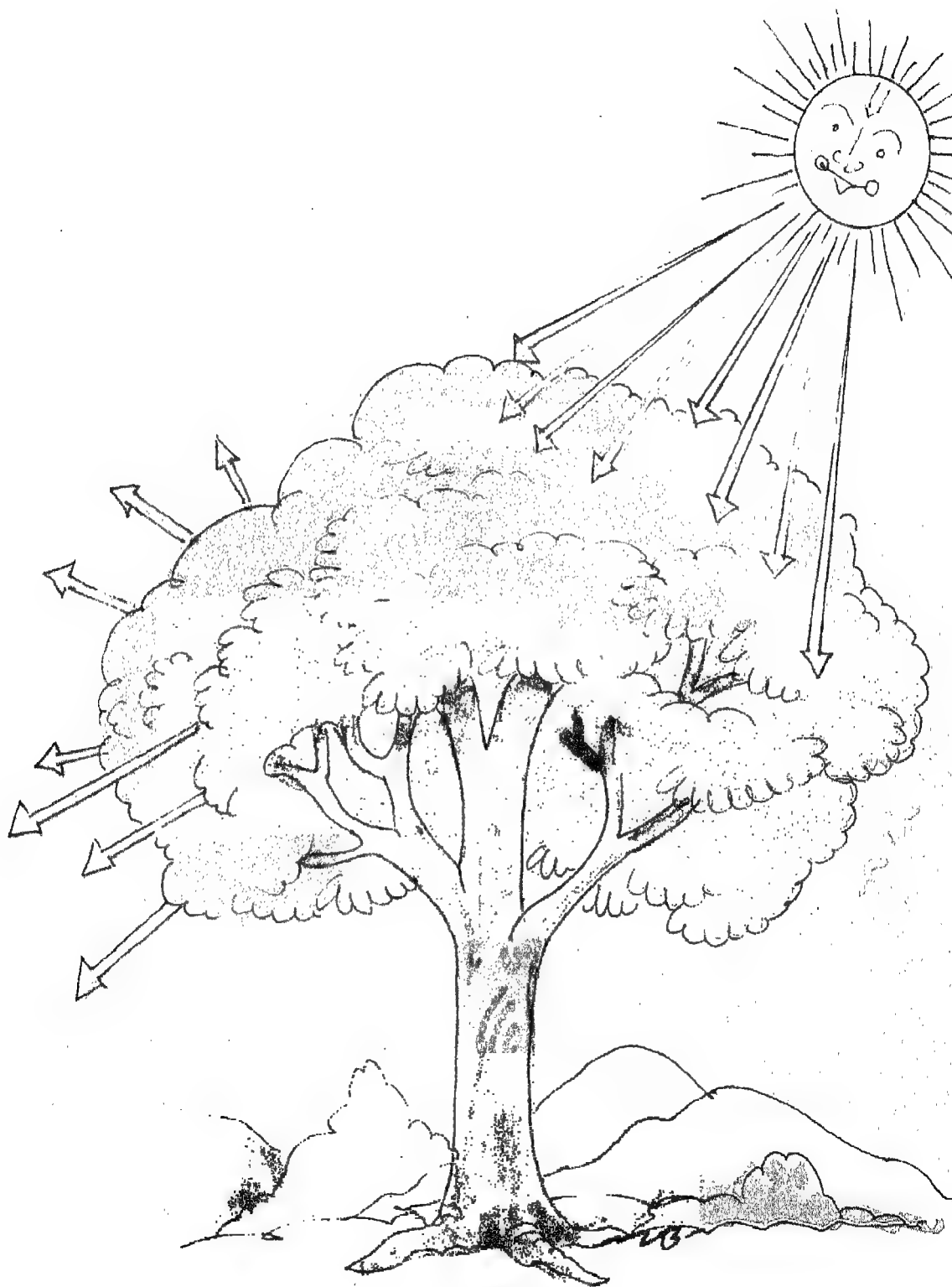
- माचिस की खाली डिब्बियाँ और तीलियों से एक ऐसा घर बनाइए जिसकी छत ढलवाँ हो।
- घर और मकान में क्या अंतर है, चर्चा करें।

☹ अपने घर का चित्र बनाइए। उसमें रंग भी भरिए।

प्रकृति और हम

अध्यापक के लिए संकेत

यह इकाई क्यों?

बच्चों को अपने दैनिक जीवन में प्रकृति से मिलने वाली चीज़ों, जैसे – वायु, भोज्य-पदार्थ, पानी आदि की जानकारी है। बच्चों को उनके दैनिक जीवन में काम आने वाली मानव-निर्मित चीज़ों के उपयोग का भी अनुभव है। उनके लिए प्राकृतिक संसाधनों तथा मानव-निर्मित वस्तुओं में अन्तर समझना ज़रुरी है। यह भी ज़रुरी है कि वे प्राकृतिक संसाधनों के महत्त्व को समझें और उनका उचित प्रयोग करना सीखें। बच्चे दिन-रात होने का अनुभव तो करते हैं, परंतु दिन-रात कैसे होते हैं बच्चों के लिए उनकी प्राकृतिक प्रक्रिया को समझना भी ज़रुरी है।

इस इकाई के शिक्षण-अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- वायु के संयोजन के बारे में जान सकेंगे।
- वायु में उसके विभिन्न अवयवों का संतुलन बने रहने की प्रक्रिया को समझ सकेंगे।
- वायु प्रदूषण के कारणों को समझेंगे और उसे अपने स्तर के अनुसार रोकने के लिए कदम उठाएँगे।
- प्राकृतिक संसाधनों का दैनिक जीवन में उपयोग तथा उनके संरक्षण के महत्त्व को समझ सकेंगे। जहाँ तक संभव हो उनके संरक्षण में अपना योगदान देंगे।
- दिन-रात होने के कारण को समझ सकेंगे।
- दिन-रात और अपने दैनिक जीवन की क्रियाओं का संबंध समझेंगे।

इस इकाई में है क्या?

इस इकाई में तीन पाठ दिए गए हैं – **वायु – कितनी अद्‌भुत कितनी ज़रूरी, प्राकृतिक संसाधन और उनका महत्त्व** तथा **कैसे होते हैं दिन और रात**। *वायु – कितनी अद्‌भुत कितनी जरूरी* में वायु की संरचना की सामान्य जानकारी सचित्र दी गई है। प्रकृति में वायु का संतुलन कैसे बना रहता है तथा संतुलन खराब होने के कारणों पर भी चर्चा

की गई है। वायु की *कुछ* विशेषताओं को सरल प्रयोगों के द्वारा बच्चों के अनुभवों से जोड़ते हुए प्रस्तुत किया गया है। प्राकृतिक संसाधन तथा उनका महत्त्व पाठ में प्रमुख प्राकृतिक संसाधनों की जानकारी तथा उनके संरक्षण के उपायों को बच्चे के अनुभवों से जोड़ा गया है। ये अनुभव उन्हें भ्रमण के माध्यम से दिए गए हैं। पाठ *कैसे होते हैं दिन और रात* को प्रदर्शन विधि द्वारा समझाया गया है।

आपकी भूमिका क्या है?

- *वायु – कितनी अद्‌भुत कितनी ज़रूरी* पाठ में बच्चों को वायु के अद्‌भुत होने की जानकारी प्रयोग करवाकर दीजिए। इसके लिए जो भी प्रयोग/क्रियाएँ पुस्तक में दी गई हैं उन्हें कक्षा में करवाइए। उदाहरण के लिए 'वायु स्थान घेरती है' – में खाली बोतल को लेकर प्रयोग किया गया है। ऐसे अनुभव बच्चों को अवश्य दीजिए।
- *प्राकृतिक संसाधन और उनका महत्त्व* पाठ में दैनिक जीवन में उपयोग में आने वाले विभिन्न संसाधनों पर चर्चा की गई है। यह चर्चा एक खेत तथा उसमें बने घर की सैर को माध्यम बनाकर की गई है ताकि उन्हें वास्तविक अनुभव दिए जा सकें। अगर संभव हो तो आप भी बच्चों को पाठशाला के आस-पास के स्थानों का भ्रमण करवाइए।
- प्राकृतिक संसाधनों के संरक्षण में बच्चों का दायित्व क्या हो सकता है, इस पर भी बात-चीत कीजिए।
- प्राकृतिक संसाधनों एवं मानव-निर्मित वस्तुओं के अंतर को समझाने के लिए बच्चों के अनुभवों पर आधारित चर्चा करवाइए।
- *कैसे होते हैं दिन और रात* पाठ को प्रर्दशन विधि के द्वारा प्रस्तुत किया गया है। इस पाठ के शिक्षण अधिगम के समय इस बात पर विशेष ध्यान देना है कि गेंद एवं टार्च से किया गया प्रदर्शन सभी बच्चों को दिखाई दे। इसके लिए बच्चों को छोटे-छोटे समूह में मेज़ के पास बुलवाकर दिखाया जा सकता है।
- पृथ्वी की धूर्णन एवं परिभ्रमण गति को सरल तरीके से समझाने के लिए बच्चों से स्वयं सूर्य एवं पृथ्वी की भूमिका करवाइए। अगर बच्चे पृथ्वी की परिभ्रमण गति के बारे में जानने के लिए इच्छुक हों तो उनके अधिगम स्तर के अनुरूप ज्ञान दिया जा सकता है जिसे पाठ में नहीं दिया गया है।

पाठ 6

वायु – कितनी अद्भुत कितनी ज़रूरी

एक दिन सुबह प्रार्थना के बाद जब बच्चे अपनी कक्षा में पहुँचे तो श्यामपट पर एक प्रश्न लिखा था

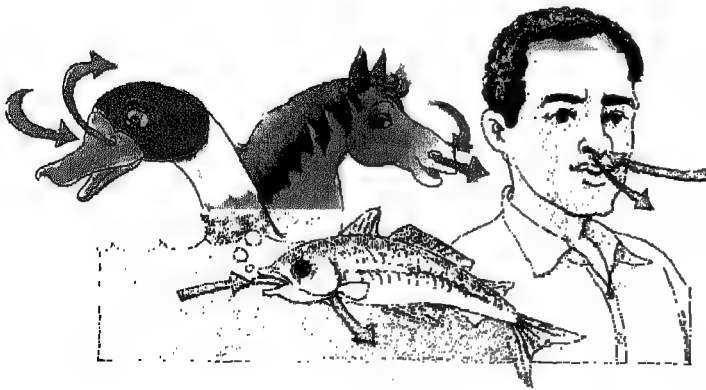
मनुष्य, पेड़-पौधों और पशु-पक्षियों को जीवित रहने के लिए सबसे ज़रूरी क्या है? उत्तर अपनी-अपनी कॉपी में लिखिए।

बच्चे हैरान थे कौन लिख सकता है यह प्रश्न? परंतु सभी ने अपनी कॉपी में उत्तर लिखने की कोशिश की।

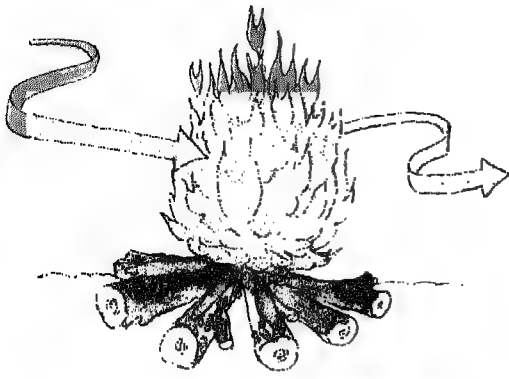
जब अध्यापिका आईं तो, उन्होंने बच्चों के चेहरे पर हैरानी देखी। अध्यापिका ने बताया कि यह प्रश्न स्वयं उन्होंने ही श्यामपट पर लिखा था।

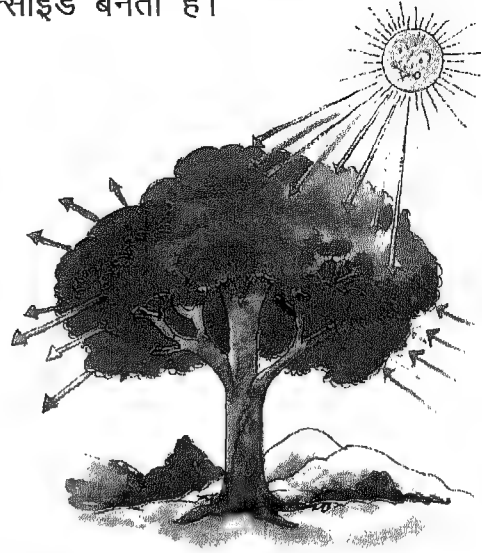
बच्चों की कॉपियों में उत्तर देखकर वे बहुत खुश हुईं। अधिकांश बच्चों ने ठीक उत्तर लिखा था – **वायु।**

"क्या आपने कभी सोचा है कि वायु है क्या?", अध्यापिका ने पूछा।

'वायु' ऑक्सीजन, नाइट्रोजन, कार्बन डाईआक्साइड, आदि गैसों का मिश्रण है। इसमें कुछ धूल के कण और भाप के रूप में पानी भी सदैव रहता है।

प्रकृति में ये गैसें निरंतर बनती रहती हैं और इनका उपयोग होता रहता है।

आइए, प्रकृति में होने वाली इस क्रिया को समझें।

सजीव साँस द्वारा ऑक्सीजन ग्रहण करते हैं और कार्बन डाईआक्साइड छोड़ते हैं।

आग के जलने में ऑक्सीजन की आवश्यकता होती है और इससे कार्बन डाईआक्साइड बनती है।

पेड़-पौधे सूर्य के प्रकाश में अपना भोजन बनाते हैं। इस प्रक्रिया में वे कार्बन डाईआक्साइड ग्रहण करते हैं और ऑक्सीजन छोड़ते हैं।

पौधों द्वारा इस तरह सूर्य के प्रकाश में भोजन बनाने की प्रक्रिया को 'प्रकाश संश्लेषण' कहा जाता है।

इस तरह से वायु में इन गैसों का संतुलन बना रहता है । है न यह अद्भुत बात!

यह संतुलन बिगड़ सकता है यदि हम –

- पेड़ काटते जाएँगे और नए पेड़ नहीं लगाएँगे।
- वाहनों द्वारा प्रदूषण फैलाते जाएँगे।
- सब मिलकर पर्यावरण को साफ़ नहीं रखेंगे।

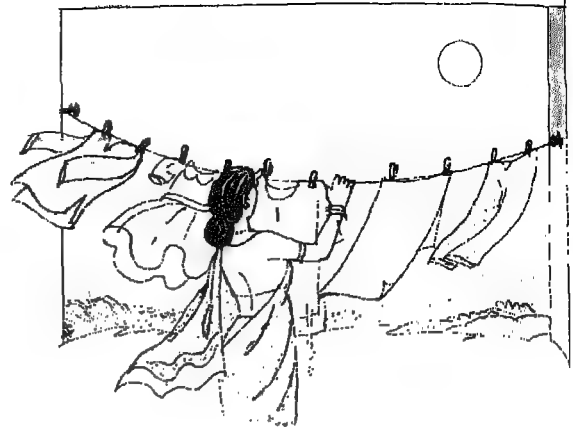
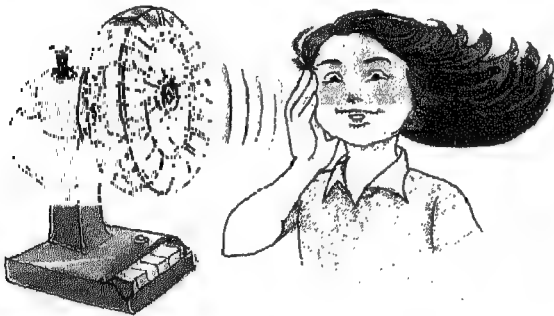
अध्यापिका ने फिर से पूछा, "क्या आप में से किसी ने कभी वायु को देखा है?"

थोड़ी देर के लिए तो बच्चे सोच में पड़ गए। आपस में बात भी करने लगे। तभी एक बच्चा उठा और बोला, "मैंने तो वायु को कभी नहीं देखा।"

"तो वायु के बारे में हमें कैसे पता चलता है?", अध्यापिका ने पूछा।

"आइए, सोचें और पता लगाएँ।"

बच्चों ने तरह-तरह के उत्तर दिए।

- "जब पेड़ों के पत्ते और शाखाएँ हिलती नज़र आती हैं।
- जब आँधी के समय धूल, पत्ते आदि उड़ते दिखाई देते हैं।
- जब रस्सी पर सुखाए जानेवाले कपड़े हिलते हैं।

- जब पंखा चलता है।
- जब तेज़ चलते या भागते समय हमारे बाल उड़ते हैं।"

रेतीले स्थानों पर तो तेज हवा रेत के टीले को एक जगह से दूसरी ज़गह उड़ा कर ले जाती है।

इन सभी बातों से हमें क्या पता चला?

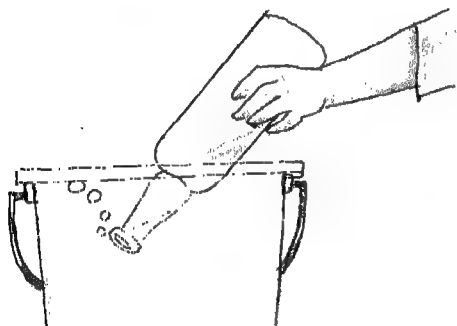
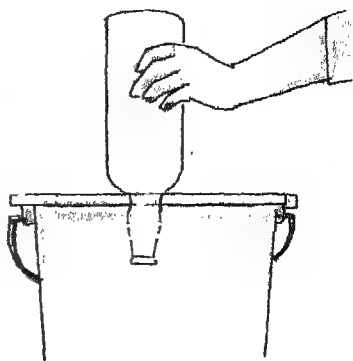
वायु को हम अनुभव कर सकते हैं पर वह हमें दिखाई नहीं देती।

है न कितनी अद्‌भुत यह वायु!

वायु में और भी कुछ अद्‌भुत गुण हैं।

"आइए, अब एक खेल खेलें।

यह पानी से भरी एक **बाल्टी है** और यह है एक खाली बोतल।

आइए, इस खाली बोतल को उलटा करके पानी में डुबोकर देखें। खूब दबाव डालने पर भी यह डूब नहीं रही।

अब, बोतल को कुछ तिरछा करते हैं।

बोतल को कुछ तिरछा करने पर वायु बुलबुले के रुप में बाहर निकल रही है और पानी अंदर जा रहा है

बुलबुले के बाहर निकलने की आवाज़ भी आ रही है।

ऐसा क्यों हुआ?", अध्यापिका ने पूछा

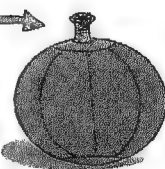
जिस बोतल को हम खाली समझ रहे थे, वह वास्तव में खाली नहीं थी।

उसमें तो हवा भरी थी जिसे हम देख नहीं पा रहे थे।

तिरछा करने पर बोतल की हवा बुलबुलों के रूप में बाहर निकल गई। हवा के निकलने से पानी धीरे-धीरे बोतल के अन्दर गया। इससे हमें क्या मालूम हुआ?

हमने जाना कि वायु जगह भी घेरती है।

इसी तरह जब फुटबाल के ब्लैडर को हम फुलाते हैं, तो उसका आकार भी बढ़ जाता है।

आकार बढ़ने का क्या कारण है?

आकार बढ़ने का कारण वायु के द्‌वारा डाला गया दबाव है।

इस पाठ में हमने सीखा कि वायु में कुछ अद्भुत गुण हैं, जैसे –

- वायु को हम देख नहीं सकते परंतु हम इसे अनुभव कर सकते हैं ।
- वायु स्थान घेरती है।
- वायु दबाव डालती है।

वायु सभी सजीवों के लिए बहुत ज़रूरी है, जैसे –

- साँस लेने के लिए।
- पौधों को भोजन बनाने के लिए।

है ना हवा कितनी अद्भुत! कितनी ज़रूरी!

हमने क्या सीखा?

मौखिक

1. यदि वायु नहीं होती तो क्या होता?
2. वायु हमारे किस-किस काम आती है?
3. फुटबाल के ब्लैडर में छेद होने से वह पिचक क्यों जाती है?

लिखित

1. वायु के कोई तीन गुण लिखिए।
2. दैनिक जीवन में वायु के कोई पाँच उपयोग लिखिए।
3. वायु किन चीज़ों का मिश्रण है?
4. नीचे दिए गए वाक्यों में (✓) या (×) का निशान लगाइए :

   (i) पशु-पक्षी वायु के बिना जीवित रह सकते हैं। ☐

(ii) वायु स्थान नहीं घेरती है। ☐

(iii) वायु को हम अनुभव कर सकते हैं। ☐

(iv) किसी चीज़ को जलाने से ऑक्सीजन पैदा होती है। ☐

(v) पेड़-पौधे भी साँस लेते हैं। ☐

5. उपयुक्त शब्द चुनकर रिक्त स्थान में भरिए :

हवा, देख, स्थान, नाक, अनुभव

(i) वायु ---------- घेरती है।

(ii) जीवन के लिए ---------- आवश्यक है।

(iii) हम ---------- से साँस लेते हैं।

(iv) वायु को हम ---------- नहीं सकते हैं।

(v) वायु को हम ---------- कर सकते हैं।

6. इन क्रियाओं का वायु पर क्या प्रभाव पड़ता है :

- लकड़ी जलाना
- सड़क पर वाहनों का चलना
- पेड़-पौधे लगाना

7. एक छोटे-से कमरे के खिड़की दरवाज़े बंद हैं। उसमें बहुत से लोग बैठे हैं और अंगीठी में आग जल रही है। इसका कमरे में बैठे लोगों पर क्या प्रभाव होगा?

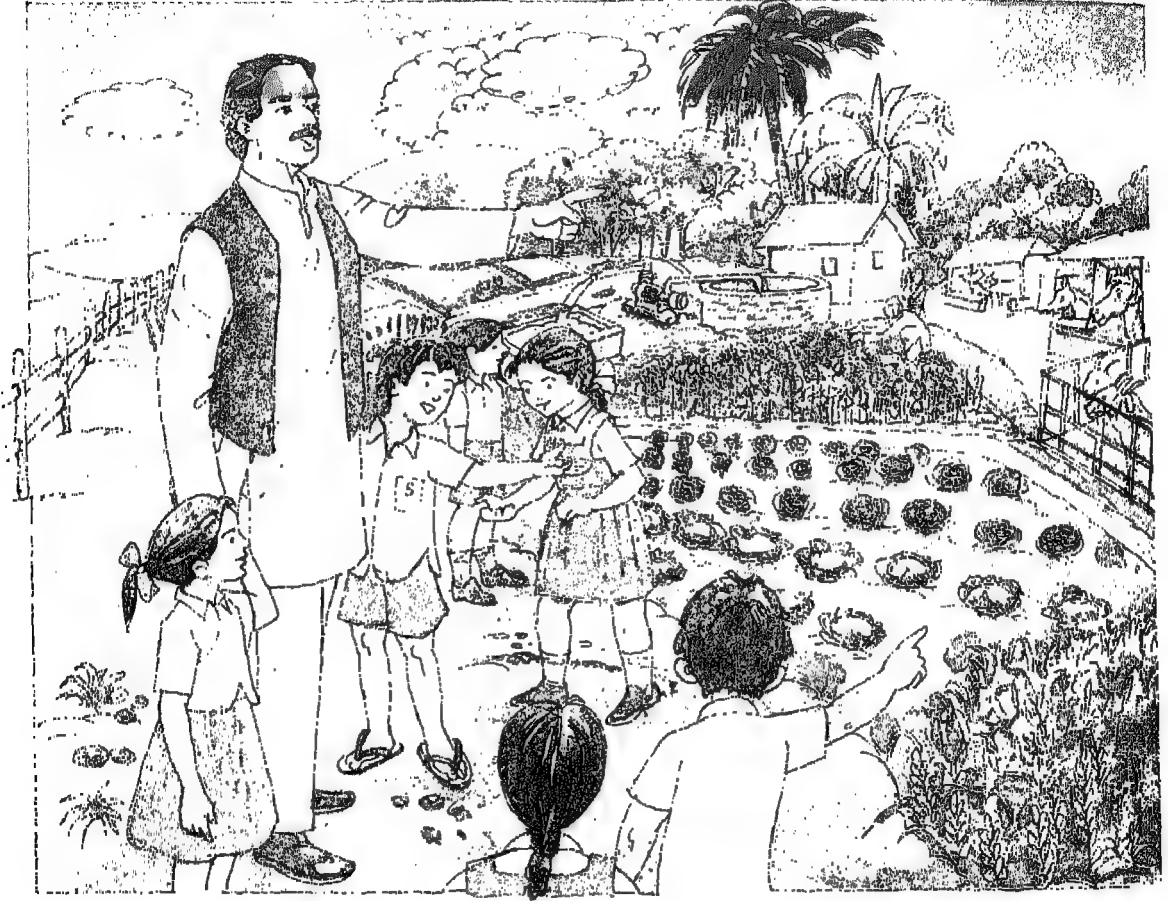
कुछ करने के लिए

1. वायु पर बनी कविताएँ इकट्ठी करिए और उन्हें कक्षा में सुनाइए।

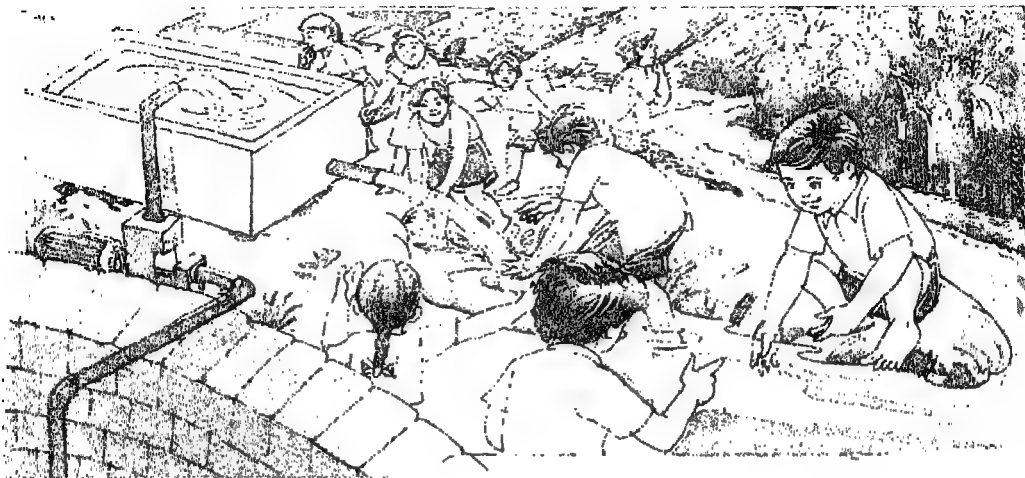
2. (i) कागज़ की फिरकी बनाइए। उसे कम हवा और तेज़ हवा में चलाएँ।

(ii) दोनों में आपने क्या अन्तर पाया? अपने मित्र को बताइए।

पाठ 7

प्राकृतिक संसाधन एवं उनका महत्त्व

हमारे अध्यापक जी एक किसान परिवार से हैं। गाँव में अपने खेत में ही उन्होंने घर बना रखा है। वहीं पर ही उनका सारा परिवार रहता है। उनके पिताजी और बड़े भाई खेती-बाड़ी का काम सँभालते हैं।

पिछले शनिवार को हमारे अध्यापक जी हमारी पूरी कक्षा को अपने खेतों पर ले गए। हम सब बहुत खुश थे।

वहाँ पहुँचते ही सबसे पहले हमने नलकूप (ट्यूबवैल) के पानी से मुँह-हाथ धोए। उसका पानी बहुत ही स्वच्छ और ठंडा था।

अध्यापक ने हमें याद दिलाया कि पानी हमारे जीवन के लिए बहुत ज़रूरी है। पानी प्रकृति की बहुत बड़ी देन है।

प्रकृति में हमें पानी कहाँ-कहाँ से मिलता है?

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हमें इसका उपयोग बहुत ही सावधानी से करना चाहिए। इसे कभी भी व्यर्थ नहीं जाने देना चाहिए। प्रत्येक व्यक्ति को पानी को दूषित होने से बचाना चाहिए।

हम पानी को दूषित होने से कैसे बचा सकते हैं?

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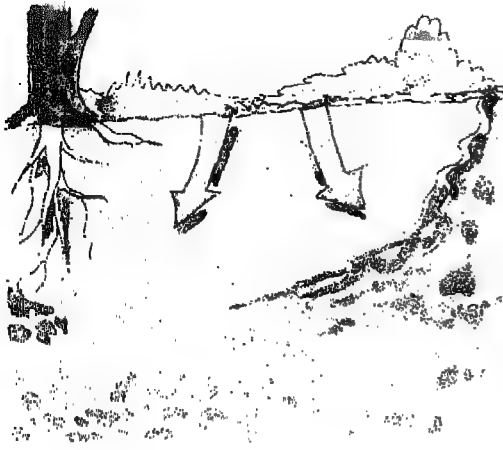
हमने देखा, नलकूप का पानी साथ वाले खेत में जा रहा था। खेत में बहुत पानी भर रहा था। वहाँ कुछ व्यक्ति धान की रोपाई कर रहे थे।

अध्यापक जी ने बताया कि धान की रोपाई के समय खेत में पानी भरा रहना चाहिए। इससे मिट्टी बहुत नरम हो जाती है। गीली और नरम मिट्टी में धान का पौधा आसानी से लगाया जा सकता है। इस समय उसे पानी की बहुत जरूरत होती है।

हरमीत ने पूछा, "क्या मिट्टी भी पानी की तरह प्रकृति की ही देन है?"

अध्यापक ने बढ़िया प्रश्न पूछने के लिए उसे शाबाशी दी। उन्होंने बताया कि मिट्टी भी प्रकृति की ही देन है। इसी में हम अनाज, सब्जियाँ और अन्य पेड़-पौधे उगाते हैं।

मिट्टी हमारे दैनिक जीवन में किस-किस काम आती है? लिखिए।

1. ____________________

2. ____________________

3. ____________________

4. ____________________

मिट्टी प्रकृति की धरातल पर बिछी ऊपरी मुलायम परत है। यह चट्टानों के टूटने और घिसने की क्रिया से बनती रहती है। हवा और नदियों के पानी द्वारा यह एक जगह से दूसरी जगह पहुँचती रहती है।

हमारे चेहरों पर कुछ थकान देखकर हमारे अध्यापक हमें पास के बगीचे में ले गए। बगीचे में ज़्यादा पेड़ आम के थे। उनमें से कई पेड़ पके आमों से लदे हुए थे। उन्हें देखकर सबके मुँह में पानी आ गया। इतने में बाग का रखवाला टोकरा भर कर आम

ले आया। पेड़ों के नीचे बिछी चारपाइयों पर बैठकर सबने खूब आम खाए।

अध्यापक ने बताया कि पेड़-पौधे भी प्रकृति की ही देन हैं। कुछ पौधे मनुष्य अपनी जरूरत के अनुसार उगाता है। परंतु कुछ पेड़-

पौधे अपने आप भी उगते रहते हैं। कहीं-कहीं तो ये पेड़-पौधे बहुत ही घने होते हैं। इन्हें हम वन कहते हैं। **वनों में बहुत सी जड़ी-बूटियाँ भी पैदा होती हैं**। इनसे कुछ दवाइयाँ बनाई जाती हैं।

वनों से हमें और क्या-क्या लाभ होते हैं?

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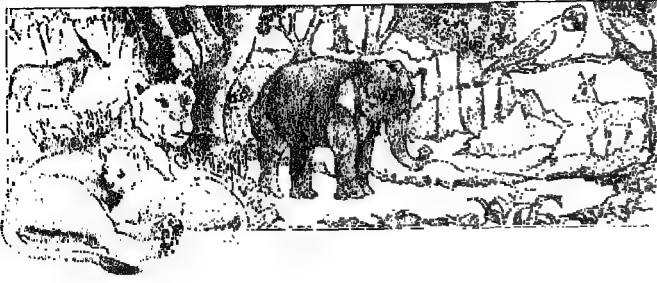
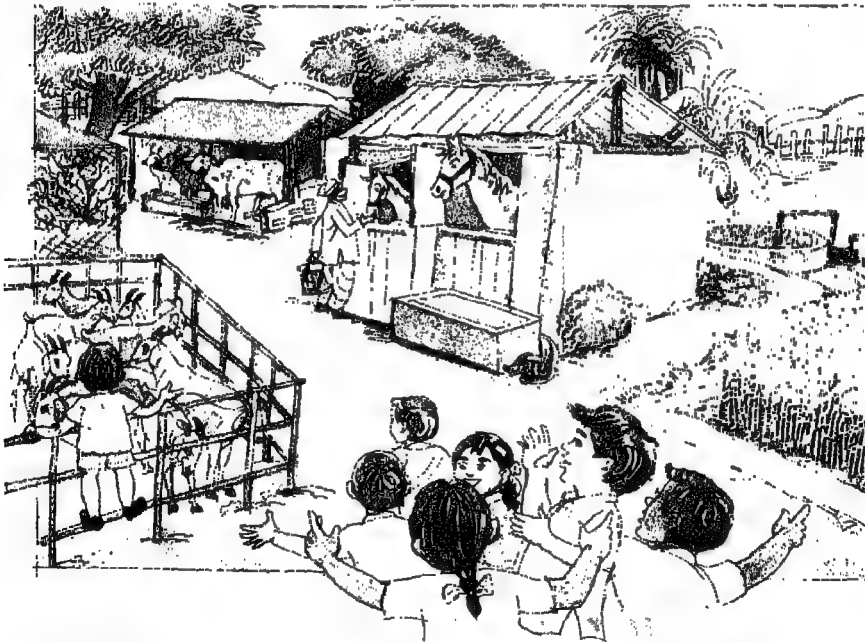

वनों में बहुत से जंगली जानवर रहते हैं। कुछ जानवर तो पौधों के पत्ते, टहनियाँ और फल ही खाते हैं। कुछ जानवर दूसरे जानवरों का शिकार करके खाते हैं।

वनों में रहने वाले जानवरों के नाम पता कीजिए और अपनी कॉपी में लिखिए।

"पर जानवर तो बहुत से घरों में भी होते हैं", चमकी बोली।

अध्यापक ने बताया जो जानवर हम घरों में रखते हैं, उन्हें **पालतू जानवर** कहा जाता है।

बातें करते-करते हम सब पहुँच गए पशुओं के अहाते में। वहाँ बहुत-सी गाय, भैंस, बैल और बकरियाँ थीं। कुछ दूरी पर मुरगियों का दड़बा था। पास ही एक कुत्ता भी

बैठा था। थोड़ी दूरी पर एक घोड़ा और ऊँट भी थे। हम में से कुछ ने तो ऊँट की सवारी भी की।

अध्यापक जी ने कहा, "ये जानवर हमारे बहुत काम आते हैं। इसीलिए इन्हें 'पशुधन' कहा जाता है।"

पालतु जानवरों से हमें क्या लाभ होते हैं?

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अब तक दोपहर हो गई थी। तभी अध्यापक जी के घर से संदेश आया कि सब खाने के लिए घर के अंदर आ जाएँ।

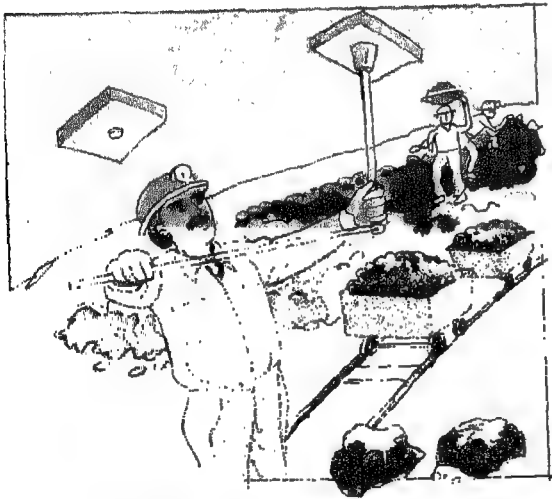
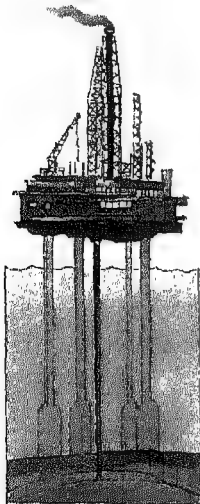
एक बड़े से दरवाज़े से होते हुए हम दालान में पहुँचे। दालान में दरी बिछा दी गई थी। यहाँ की दीवारें ईंट और पत्थर की बनी थीं जबकि पशुओं के अहाते की दीवारें गारे मिट्टी की थीं। घर के दरवाज़े खिड़कियाँ लकड़ी और लोहे से बने थे। इसी समय मनोज ने हमें कच्चे और पक्के घरों की याद दिलाई।

इतनी देर में पीतल और स्टील के बरतनों में खाना परोसा गया। रोटी के साथ सब्ज़ी, दाल, दही के साथ-साथ खीरे और टमाटर का सलाद भी था। सब चीज़ें बहुत ही स्वादिष्ट थीं। सब्ज़ी और सलाद के लिए सामान तो सुबह ही खेत से लाया गया था।

दाल का स्वाद भी बहुत ही भिन्न और अच्छा था। हमारे पूछने पर बताया गया कि उसे मिट्‌टी के बरतन में कोयले की अंगीठी पर पकाया गया था।

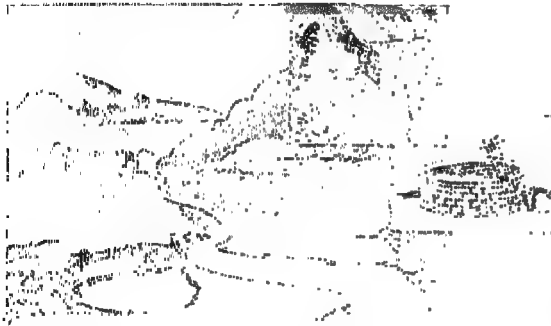
खाने के साथ हमने मट्‌ठा भी पिया। इसे मिट्‌टी के बरतन में जमे दही से बनाया गया था।

खेत से वापसी के बाद अगले सप्ताह में हमारे अध्यापक जी ने हमें और भी बहुत-सी बातें बताई, जैसे –

हमारे दैनिक जीवन में उपयोग में आने वाली चीज़ें, जैसे – बरतन, कैंची, सूई आदि धातुओं से बनी होती हैं।

ये धातुएँ प्रकृति की देन हैं। ये हमें खानों से मिलती हैं। इन धातुओं को मशीनों द्‌वारा साफ़ करके, इन्हें अलग-अलग रूप दिया जाता है।

- पैट्रोल और डीजल हमें पैट्रोलियम से मिलता है। पैट्रोलियम हमें ज़मीन की खुदाई करके प्राप्त होता है।
- खाना बनाने की गैस भी हमें ज़मीन की खुदाई से ही प्राप्त होती है।

इन सबसे हमने क्या सीखा?

- जो चीज़ें हमें सीधे प्रकृति से मिलती है, उन्हें हम **प्राकृतिक संसाधन** कहते हैं, जैसे – मिट्टी, पानी, कोयला, गैस, वन, जंगली जानवर, आदि।

- प्रकृति द्वारा प्राप्त चीज़ों के प्रयोग से मनुष्य जो वस्तुएँ तैयार करता है उसे **मानव-निर्मित वस्तुएँ** कहा जाता है, जैसे – मिट्टी के बरतन, मेज़, कपड़ा, मकान, आदि।
- **प्राकृतिक संसाधन सीमित हैं। इनका प्रयोग सोच समझकर करना चाहिए।**

हमने क्या सीखा?

लिखित

1. सूची **'क'** और सूची **'ख'** का सही मिलान कीजिए।

'क'		'ख'
(i)	जड़ी-बूटियाँ, जंगली जानवर, लकड़ी	(i) मिट्टी
(ii)	गेहूँ, चावल, फल, बाजरा	(ii) खानें
(iii)	जिंक, सोना, लोहा, कोयला	(iii) वन

2. आपके घर में धातु, पत्थर, पेड़-पौधों और पशुओं से उपलब्ध कौन-कौन सी वस्तुएँ हैं? दो-दो उदाहरण दें।

3. रिक्त स्थान भरिए
   (i) संगमरमर हमें ------------------ से प्राप्त होता है।
   (खानों, वनों)
   (ii) सोना, चाँदी, लोहा, ताँबा आदि वस्तुएँ ------------------ कहलाती हैं।
   (धातु, खानें)
   (iii) पैट्रोल और डीजल ------------------ को शुद्ध करके बनाए जाते हैं।
   (खाद्य तेल, पैट्रोलियम)

4. जंगली जानवर तथा पालतु पशुओं में क्या अन्तर है?

5. प्राकृतिक संसाधन किसे कहते हैं?

6. पाँच मानव-निर्मित वस्तुओं के नाम लिखिए।

कुछ करने के लिए

- आपके क्षेत्र में कौन-कौन से प्राकृतिक संसाधन उपलब्ध हैं, पता कीजिए।
- पालतू और जंगली जानवरों के चित्र इकट्ठे कीजिए। उन्हें अपनी कॉपी में चिपकाइए और नीचे उनके नाम लिखिए।

पाठ 8

कैसे होते हैं दिन और रात

एक दिन कक्षा में अध्यापिका ने बच्चों से कहा, "आज हम एक खेल खेलेंगे और वह भी कक्षा में ही।"

बच्चों को हैरानी तो हुई ही और साथ ही उत्सुकता भी। खेल की बात सुनकर सभी बहुत खुश हुए।

"इस खेल के लिए हमें कमरे में कुछ अँधेरा करना होगा। इसलिए खिड़की और दरवाज़े बंद करने होंगे। इस खेल को खेलने के लिए हमें एक गेंद और टार्च की आवश्यकता है। मैं इन्हें अपने साथ लेकर आई हूँ", अध्यापिका बोली।

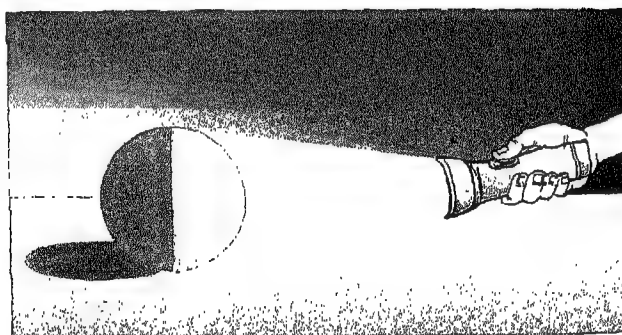
"अब सभी बच्चे ध्यान से मेज़ की तरफ़ देखेंगे। मेज़ पर मैंने एक तरफ़ गेंद रखी है और दूसरी तरफ़ टार्च।

अब पाँच-पाँच बच्चे बारी-बारी से मेज़ के पास आएँगे और गेंद पर पड़ रहे टार्च के प्रकाश को ध्यान से देखेंगे।

अपनी जगह पर वापस जाकर इन दो प्रश्नों का उत्तर अपनी कॉपी में लिखेंगे ।

- *टार्च का प्रकाश गेंद के किस भाग पर पड़ रहा है?*
- *गेंद के पिछले हिस्से पर अँधेरा क्यों है?"*

उत्तर में ज्यादा बच्चों ने लिखा था –

- *टार्च का प्रकाश गेंद के सामने वाले भाग पर पड़ रहा है ।*
- *गेंद के पिछले हिस्से पर टार्च का प्रकाश नहीं पहुँच रहा है।*

"अब गेंद के सामने के भाग पर जहाँ टार्च का प्रकाश पड़ रहा है वहाँ लिखते हैं 'प्रकाश' और पीछे वाले हिस्सें पर लिखते है 'अँधेरा'।

अब गेंद को धीरे-धीरे घुमाते हैं।

क्या अभी भी प्रकाश पहले वाले भाग पर ही पड़ रहा है?", अध्यापिका ने पूछा।

"नहीं! गेंद के घूमने से टार्च के सामने आने वाला भाग पीछे जा रहा है", बच्चे बोले।

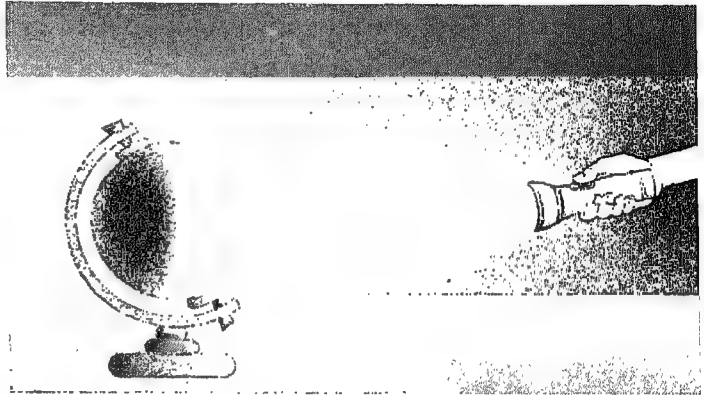
"आइए, अब हम गेंद की जगह ग्लोब को रखते हैं और टार्च से इस पर प्रकाश डालते हैं।

टार्च का प्रकाश ग्लोब के किस भाग पर पड़ रहा है?" अध्यापिका ने पूछा।

"सामने वाले भाग पर", बच्चे बोले।

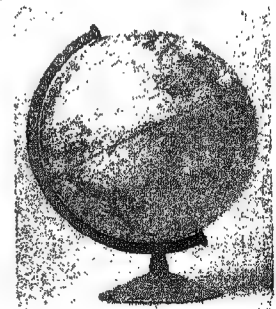
"ग्लोब के पीछे वाले भाग पर अँधेरा क्यों है?", अध्यापिका ने फिर पूछा।

"वहाँ पर टार्च का प्रकाश नहीं पहुँच रहा", बच्चों ने देखकर उत्तर दिया।

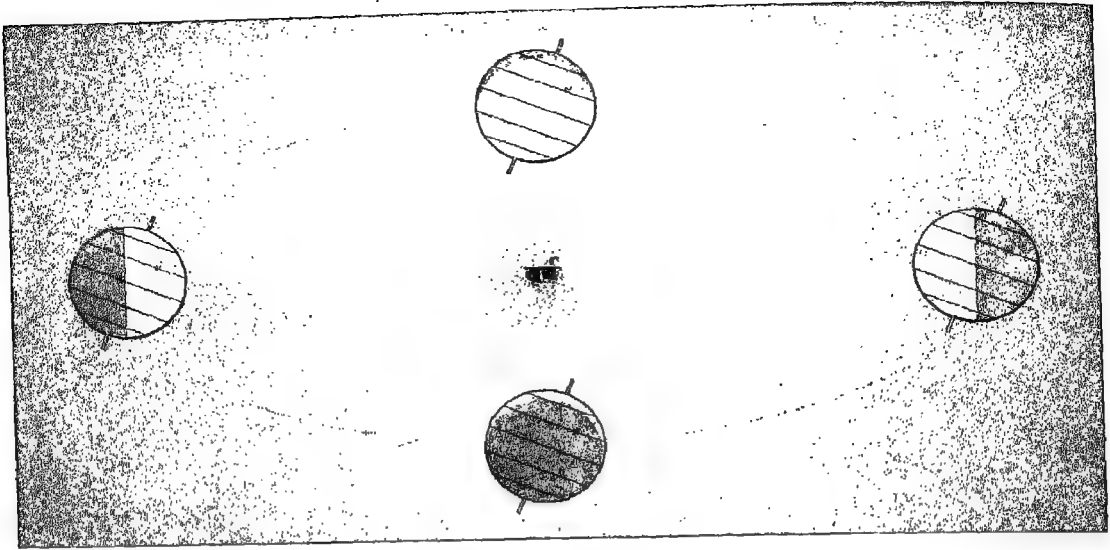
"अब मैं इस ग्लोब को धीरे-धीरे घुमा रही हूँ", अध्यापिका बोली।

"ग्लोब घूमने पर जो भाग टार्च के ठीक सामने आता है वहीं प्रकाश पहुँचता है, पीछे वाले भाग में अँधेरा है", बच्चे बोले।

इसी तरह पृथ्वी अपनी धुरी पर पश्चिम से पूरब दिशा में लगातार घूमती रहती है। पृथ्वी यह 24 घंटे में पूरा करती है। पृथ्वी के इसी घूमने की क्रिया से दिन और रात बनते हैं। इसे हम एक दिवस कहते हैं।

जानते हो

ग्लोब पृथ्वी का प्रतिरूप (मॉडल) है।

पृथ्वी के जिस भाग पर सूर्य का प्रकाश पड़ता है, वहाँ दिन हो जाता है और जहाँ प्रकाश नहीं पड़ता, वहाँ रात होती है।

इस तरह पृथ्वी के आधे भाग पर अँधेरा और आधे भाग पर उजाला रहता है।

पृथ्वी का अपनी धुरी पर यह घूमना **घूर्णन** (रोटेशन) कहलाता है।

पृथ्वी अपनी धुरी पर घूमने के साथ-साथ सूर्य के चारों तरफ भी घूमती है।

पृथ्वी को सूर्य के चारों ओर एक परिक्रमा पूरी करने में जितना समय लगता है, उसे एक वर्ष कहते हैं।

हमने क्या सीखा?

मौखिक

1. पृथ्वी के जिस भाग पर सूर्य का प्रकाश पड़ता है, उसे क्या कहते हैं?
2. सूर्योदय किस दिशा में होता है?
3. सूर्यास्त किस दिशा में होता है?
4. दिन और रात पृथ्वी की किस गति के कारण होते हैं?
5. पृथ्वी अपनी धुरी पर एक चक्कर कितने मिनट में पूरा करती है?

लिखित

1. पृथ्वी के अपनी धुरी पर घूमने को क्या कहते हैं?
2. एक वर्ष किसे कहते हैं?
3. पृथ्वी के घूर्णन का हमारे जीवन पर क्या प्रभाव पड़ता है?

4. एक वर्ष और एक दिवस में क्या अंतर है?

5. पृथ्वी को सूर्य के चारों ओर परिक्रमा करने में कितने मिनट लगते हैं?

कुछ करने के लिए

- घर पर गेंद और टार्च से दिन और रात बनने का खेल खेलिए। अपने बहिन-भाई और मित्रों को भी यह खेल दिखाइए।
- अपने एक दिन के क्रियाकलापों की सूची बनाइए।
- ये सब रात को क्या करते हैं, पता कीजिए।

(i) चौकीदार

(ii) उल्लू

(iii) कुत्ता

(iv) चमगादड़

(v) पृथ्वी

इकाई चार

कौन रखता है ध्यान हमारी जरूरतों का

अध्यापक के लिए संकेत

यह इकाई क्यों?

अब तक अपनी और अपने आस-पास रहने वालों की दैनिक आवश्यकताओं की पूर्ति के लिए मिल रही सुविधाओं से बच्चा परिचित हो चुका है, जैसे – पीने का पानी, गाँव अथवा शहर की सफ़ाई, रात को सड़कों व गलियों में रोशनी आदि। अब यह ज़रूरी है कि बच्चे उन स्थानीय संस्थाओं के बारे में जाने जो इन सुविधाओं का प्रावधान करती हैं। इसके साथ-साथ यह भी आवश्यक है कि बच्चे को लोकतांत्रिक प्रणाली से परिचित करवाने की शुरुआत की जाए और यह शुरुआत इसकी सबसे महत्त्वपूर्ण मूल एकक स्थानीय संस्थाओं से की जा सकती है। यह ज्ञान बच्चों को आने वाली कक्षाओं में देश की लोकतांत्रिक प्रणाली समझने में सहायता करेगा। बच्चा यह भी समझेगा कि प्रत्येक व्यक्ति इस प्रणाली का हिस्सा है और उसका कर्त्तव्य है कि इसका काम सुचारू रूप से चलने में वह सहायता करे।

इस इकाई के शिक्षण-अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- स्थानीय संस्थाओं, जैसे – पंचायत और नगरपालिका की संरचना और समुदाय के प्रति उनके कर्त्तव्यों की जानकारी प्राप्त कर सकेंगे।
- पंचायत एवं नगरपालिका के गठन की प्रक्रिया को समझ सकेंगे।
- ग्राम स्तर की विभिन्न संस्थाओं के कार्यों तथा उनके महत्त्व को समझ सकेंगे।
- ग्राम पंचायत एवं नगरपालिका के कार्य पालन में स्वयं का दायित्व समझेंगे।
- पाठशाला की विभिन्न क्रियाओं में भाग लेंगे और बनाए गए नियमों का पालन करेंगे।
- पाठशाला में आयोजित विभिन्न कार्यक्रमों के महत्त्व के साथ-साथ समुदाय तथा पाठशाला के मध्य सहः संबंधों को समझ सकेंगे।

इस इकाई में है क्या?

इस इकाई में तीन पाठ दिए गये हैं – **कितना सुंदर मेरा गाँव, नगरपालिका** और **हमारी पाठशाला**। *कितना सुन्दर मेरा गाँव* पाठ में शहरी बच्चों की गाँव की यात्रा को माध्यम बनाकर ग्राम पंचायत की रचना और उसके कार्यों की व्यावहारिक जानकारी दी गई है। पाठ, *नगरपालिका* में शहरी स्तर पर हमारी आवश्यकताओं की पूर्ति में जिन संस्थाओं की भागीदारी होती है उन्हें बच्चे के स्तर अनुरूप प्रस्तुत किया है। *हमारी पाठशाला*, पाठ में एक आदर्श पाठशाला का उदाहरण लेकर विषयवस्तु को एक बच्चे के द्वारा उल्लेखित करवाया गया है। तीनों पाठों द्वारा ये प्रयास किए गए हैं कि बच्चों में व्यक्तिगत एवं सामाजिक मूल्यों के साथ-साथ स्वस्थ आदतों का भी विकास हो।

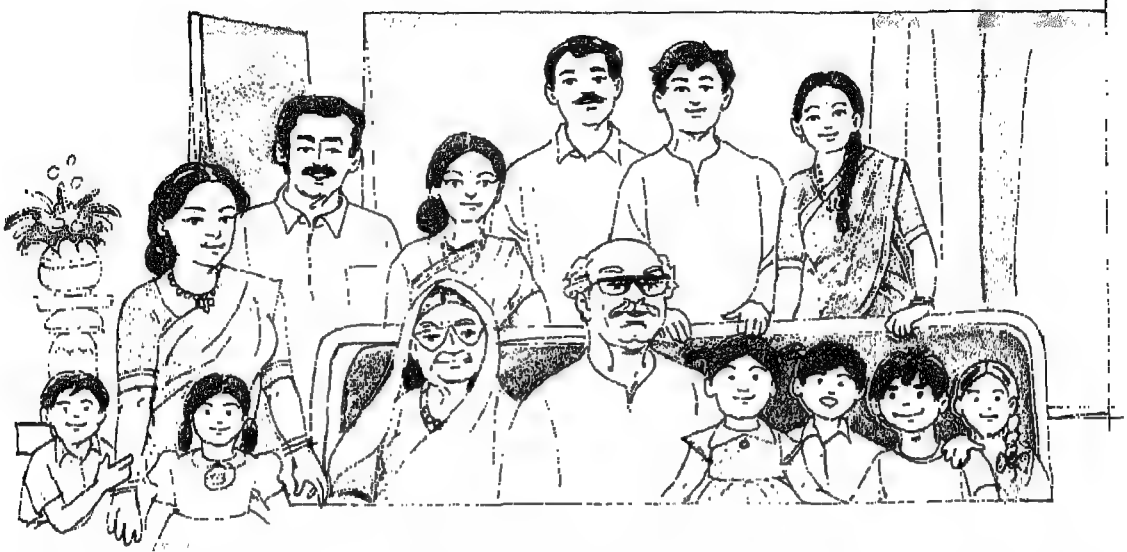
आपकी भूमिका क्या है?

- आपसे अपेक्षा की जाती है कि जहाँ तक हो सके पाठों में दी गई क्रियाओं का बच्चों को अनुभव दें। यदि आपकी पाठशाला गाँव में है तो बच्चों को पंचायत के सदस्यों से मिलवाएँ तथा बच्चों को भी प्रेरित करें कि वे स्वयं जाकर उन स्थानीय संस्थाओं के बारे में सूचना इकट्ठी करें।
- कक्षा में बच्चों को अपने अनुभव बताने के लिए प्रेरित कीजिए। जो बच्चे छुट्टियों में गाँव अथवा शहर जाते हैं उनसे उनके अनुभव सुनाने के लिए प्रोत्साहित कीजिए।
- चुनाव की प्रक्रिया समझने के लिए बच्चों से कक्षा में यह प्रक्रिया करवाकर वास्तविक अनुभव दीजिए, जैसे – मॉनीटर का चुनाव। इससे वह स्वयं इस प्रक्रिया से तो जुड़ेंगे ही साथ ही अनुभव आधारित ज्ञान भी प्राप्त करेंगे। पूरी प्रक्रिया को क्रम से बताना आवश्यक है।
- *कितना सुंदर मेरा गाँव*, पाठ में बच्चों के कुछ रिश्तेदारों को एक प्रकार से संबोधित किया गया है, जैसे – चाचा, मौसी, बुआ, आदि। इनकी जगह स्थानीय नाम जो प्रयोग किए जाते हैं उनका उपयोग किया जा सकता है।
- पाठ के अंत में दी गई क्रियाओं में बच्चों से अंगुली पर काले निशान लगाने के कारण को पता करने की बात की गई है। प्रत्येक बच्चे से उनके माता-पिता द्वारा दी गई जानकारी अवश्य सुनें। अंत में आप अपने स्तर पर पूर्ण जानकारी स्पष्ट कीजिए।

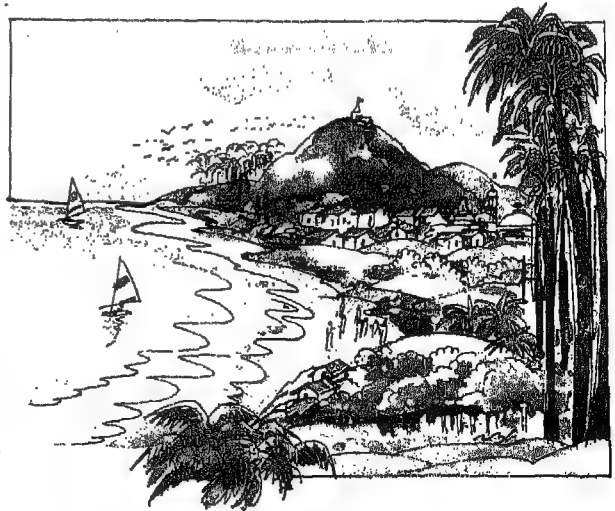
हमारी पाठशाला, पाठ एक आदर्श पाठशाला के उदाहरण के रूप में दिया गया है। जहाँ तक हो सके इसमें दिए गए क्रियाकलापों को अपनी पाठशाला में करवाइए तथा प्रत्येक बच्चे को इनमें भाग लेने के लिए प्रोत्साहित कीजिए।

जीवन-मूल्य और स्वास्थ्य संबंधी विषयवस्तु का मूल्यांकन सतत् रूप से कीजिए। इसके लिए आपको बच्चों का विभिन्न क्रियाओं में भाग लेते समय का अवलोकन करना होगा।

पाठ 9

कितना सुंदर मेरा गाँव

पिताजी, माँ, दीदी और मैं शहर में रहते हैं। हमारे दादा-दादी गाँव में रहते हैं। हर वर्ष गरमी की छुट्टियाँ हमारे परिवार के सब सदस्य अपने गाँव में बिताते हैं। मेरे चाचा, चाची और उनके दो बच्चे, बुआ, फूफा और उनके बच्चे भी कुछ दिनों के लिए वहाँ आते हैं। जानते हो हमारा गाँव कहाँ है?

यह समुद्र के बहुत पास बसा है। इसका नाम है – कोटिपुरम्।

हर वर्ष हम वहाँ जाने का इंतज़ार करते हैं। वहाँ का साफ़-सुंदर वातावरण हमें बहुत अच्छा लगता है। पूरे गाँव में गंदगी का तो मानो नाम ही नहीं है। सुबह-शाम समुद्र की ओर से आने वाली ठंडी हवा वातावरण को सुहावना बना देती है।

सुबह हम समुद्र के किनारे सैर करने जाते हैं। सैर के बाद तो ऐसा लगता है जैसे हमारे पूरे शरीर को नई शक्ति मिल गई हो।

दादाजी हमें गाँव के बारे में बहुत-सी बातें बताते हैं और कहानियाँ भी सुनाते हैं। शाम को हम सब भाई-बहिन अपने मित्रों के साथ खूब खेलते हैं।

इस बार एक दिन दादाजी सुबह-सुबह बहुत जल्दी में थे। उन्होंने बताया कि वे पंचायत की सभा में जा रहे हैं। हम सब बहिन-भाई जानने के लिए बहुत उत्सुक थे कि पंचायत क्या होती है? दादाजी इतनी जल्दी में क्यों हैं?

हमारे चेहरे देखकर दादाजी ने कहा कि वे लौटकर हमारे सभी प्रश्नों के उत्तर देंगे।

दो घंटे बाद जब वे वापस आए तो हम सब उनके पास गए और पूछने लगे ढेरों प्रश्न।

दादाजी ने कहा, "एक-एक करके अपने प्रश्न पूछो।"

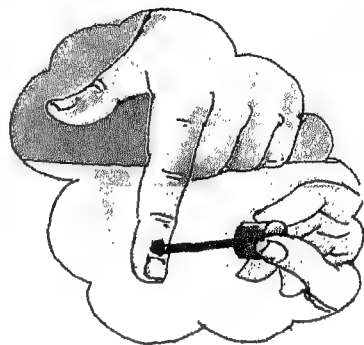
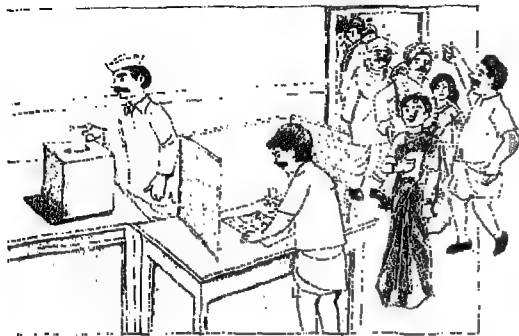
उन्होंने बताया कि जैसे परिवार के बड़े लोग हमारी आवश्यकताओं का ध्यान रखते हैं, उसी प्रकार गाँव में रहने वाले लोगों की सुविधाओं का ध्यान ग्राम पंचायत रखती है। ग्राम पंचायत हमारे देश के सभी गाँवों में होती है।

"पर ग्राम पंचायत होती क्या है?", चुन्नु ने पूछा।

"पंचायत गाँव के लोगों द्वारा चुनी हुई एक संस्था है।

हमारे देश में ग्राम पंचायतों का चुनाव निर्धारित अवधि तथा निर्धारित तिथि को होता है।

गाँव में रहने वाला प्रत्येक व्यक्ति – पुरुष और महिला जिसकी आयु 18 वर्ष या उससे अधिक हो, पंचायत के सदस्यों का चुनाव करते हैं।

यह चुनाव वोट द्‌वारा किया जाता है।

प्रत्येक ग्राम पंचायत में महिला और अनुसूचित जाति अथवा अनुसूचित जन-जाति के सदस्यों का होना आवश्यक होता है।

चुनाव वही लोग लड़ सकते हैं, जो उस गाँव के रहने वाले हों।

प्रत्येक ग्राम पंचायत का एक सरपंच होता है। सरपंच (ग्राम प्रधान) का चुनाव भी लोगों द्‌वारा ही किया जाता है। सरपंच महिला अथवा पुरुष कोई भी हो सकता है", दादाजी ने बताया।

"ग्राम पंचायत समय-समय पर अपनी सभा करती है। इस सभा में गाँव की जो भी समस्याएँ होती हैं उन पर बातचीत करके सुझाव दिए जाते हैं और निर्णय लिए जाते हैं। कभी-कभी पंचायत गाँव वालों के बीच छोटे-मोटे झगड़ों को भी सुलझाती है।"

"दादाजी, ग्राम पंचायत और क्या-क्या काम करती है?", हम सब एक साथ बोल उठे।

उसी समय 'सरपंच' जी भी हमारे घर पहुँच गए। उन्होंने हमारा प्रश्न सुन लिया था। वे बोले, "यह सब जानने के लिए क्यों न हम शाम को गाँव में घूमने चलें।"

शाम को हम सभी गाँव में घूमने निकल पड़े। हमने देखा कि गाँव की गलियाँ बहुत साफ़ थीं। नालियों में भी कूड़ा और गंदगी नहीं थी ।

वेंकट बोला, "सरपंच जी, हमारे यहाँ तो नालियों में कूड़ा और पोलीथीन की थैलियाँ भरी रहती हैं।

इस कारण कई बार गंदा पानी गलियों और सड़कों पर बहने लगता है। यहाँ तो बहुत सफ़ाई है।"

सरपंच जी ने बताया कि हर गाँव की ग्राम पंचायत को गाँव की सफ़ाई का उचित प्रबंध करवाना होता है।

आप अपने घर और उसके आस-पास को साफ़ रखने के लिए किन बातों का ध्यान रखते हैं?

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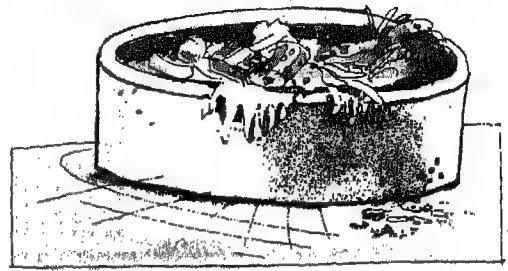
हमारे सदस्य प्रतिदिन गाँव के किसी न किसी भाग का निरीक्षण करते हैं।

सफ़ाई कर्मचारी नियमित रूप से सफ़ाई करते हैं। कहीं भी खुले में गंदगी नहीं छोड़ते।

गोबर, पत्ते और छिलके आदि एक जगह डालते हैं। इनसे खाद बनाई जाती है।

शेष कूड़ा-करकट अलग से जमा करके उसका उचित निपटारा करवाते हैं।

गाँव में रहने वाला प्रत्येक व्यक्ति भी गाँव की सफ़ाई का ध्यान रखता है।

आगे चलने पर हम एक कुँए के पास पहुँचे। वहाँ से बहुत से स्त्री-पुरुष पीने का पानी लेकर जा रहे थे।

सरपंच जी ने बताया कि गाँव वालों के लिए पीने के पानी का प्रबंध भी पंचायत ही करती है।

कुँए के पानी की स्वच्छता पर विशेष ध्यान दिया जाता है, जैसे –

- कुँए के पानी को साफ़ रखने के लिए समय-समय पर उस में लाल दवा डाली जाती है।
- कुँए की जगत पर किसी को कपड़े धोने या नहाने नहीं दिया जाता।
- यहाँ कोई अपने घर के पशुओं को पानी पिलाने या नहलाने के लिए नहीं लाता।

कुँओं के अतिरिक्त पीने का पानी और कहाँ-कहाँ से मिलता है?

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सब जानते हैं कि ऐसा करने से पीने का पानी दूषित हो जाता है। अतः पशुओं को नहलाने आदि की व्यवस्था अलग से की जाती है।

सरपंच जी ने यह भी बताया कि पंचायत गाँव में गलियाँ एवं सड़कें बनवाने तथा उनके रखरखाव का ध्यान भी रखती है।

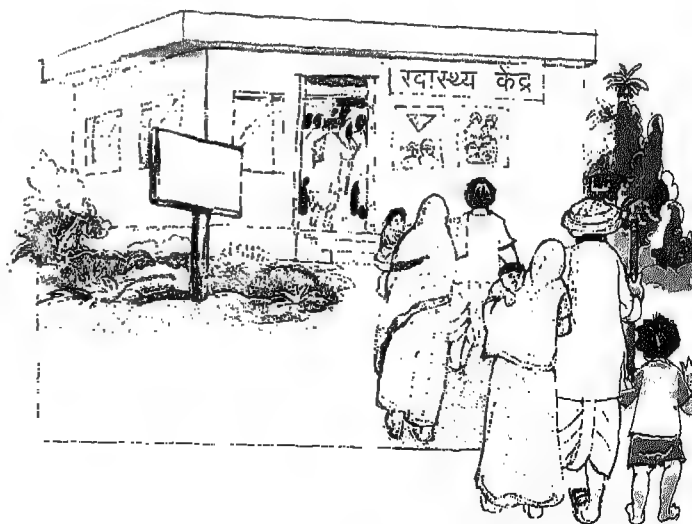
यह बात चल ही रही थी कि गली में एकदम रोशनी हो गई।

"क्या गाँव में रात को रोशनी का प्रबंध भी ग्राम पंचायत ही करती है?", मैंने पूछा।

सरपंच जी ने कहा, "हाँ, इतना ही नहीं रात के समय गाँव वालों की सुरक्षा के लिए चौकीदार भी रखे जाते हैं। चौकीदार पूरे गाँव में पहरा देते हैं।"

उन्होंने यह भी बताया कि पंचायत बीमारियों की रोक-थाम तथा बीमारों के इलाज के लिए प्राथमिक स्वास्थ्य केंद्र (हैल्थ सेंटर) भी खुलवाती है।

इस तरह बातें करते-करते हम गाँव की प्राथमिक पाठशाला तक पहुँच गए।

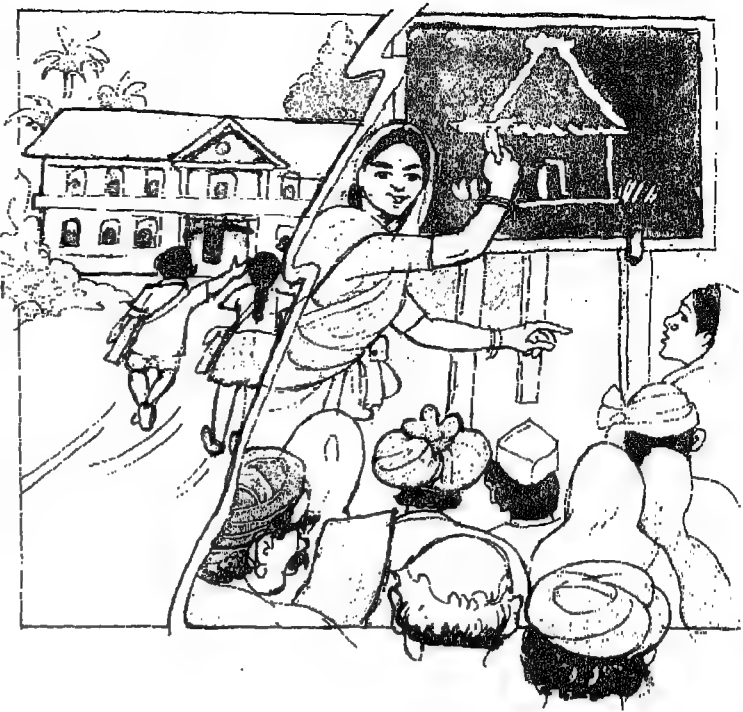
अंदर रोशनी भी थी और कुछ आवाज़ें भी आ रही थीं।

पूछने पर सरपंच जी बोले, "प्राथमिक पाठशाला के भवन में इस समय बड़ी उम्र के लोग पढ़ने आते हैं। इसे प्रौढ़ शिक्षा केंद्र कहा जाता है। ऐसे केंद्र और बच्चों के लिए प्राथमिक पाठशाला खुलवाने का प्रबंध भी पंचायत द्‌वारा ही किया जाता है।"

तभी दीदी ने पूछा, "इन सब कामों के लिए पैसा कहाँ से आता है?"

सरपंच जी ने उत्तर दिया, "इन सब कार्यों के लिए कुछ पैसा सरकार देती है।"

तब तक हम सभी बहुत थक चुके थे।

सरपंच जी ने एक चौकीदार से कहा कि हमें घर तक पहुँचा दे।

दूसरे दिन सुबह हमने अपने गाँव की सैर के बारे में परिवार के सभी सदस्यों को बताया। मैं तो बहुत खुश थी। मैंने अपनी पर्यावरण अध्ययन की पुस्तक में ग्राम पंचायत पर एक पाठ देखा था। वह पाठ अब मुझे आसानी से समझ में आ जाएगा क्योंकि मुझे इसके बारे में बहुत कुछ पता चल गया है।

हमने क्या सीखा?

मौखिक

1. ग्राम पंचायत का चुनाव कौन करते हैं?
2. कुँए के आस-पास कपड़े क्यों नहीं धोने चाहिए?
3. ग्राम पंचायत के क्या-क्या कार्य होते हैं?
4. ग्राम पंचायत के कार्यों के लिए धन कहाँ से आता है?

लिखित

1. पंचायत में किन-किन सदस्यों का होना ज़रुरी होता है?
2. ग्राम पंचायत गाँव में किस प्रकार की सुविधाएँ प्रदान करती है? तीन उदाहरण लिखिए।
3. सरपंच कैसे चुना जाता है?
4. क्या आप पंचायत के चुनाव में भाग ले सकते हैं? उत्तर 'हाँ' या 'ना' होने का कारण बताइए।
5. हम ग्राम पंचायत के कार्य में कैसे सहायता कर सकते हैं?
6. यदि आप किसी ग्राम पंचायत के सरपंच होते तो गाँव में बच्चों के लिए क्या-क्या करते?
7. 'हाँ' या 'ना' में उत्तर दीजिए :

   (i) केवल पुरुष ही सरपंच बन सकते हैं। ☐

   (ii) गाँव को साफ़ रखने के लिए सबका योगदान चाहिए। ☐

   (iii) प्रौढ़ शिक्षा केंद्र में बड़ी उम्र के लोग पढ़ते हैं। ☐

   (iv) चौथी कक्षा के बच्चे ग्राम पंचायत के चुनाव में भाग ले सकते हैं। ☐

(v) सुबह की सैर स्वास्थ्य के लिए अच्छी होती है ☐

(vi) सरपंच का चुनाव चुने गए सदस्य करते हैं ☐

कुछ करने के लिए

- अपनी कक्षा में कक्षा पंचायत का गठन कीजिए। अपनी अध्यापिका की सहायता से गठन की प्रक्रिया को क्रम में कीजिए।
- समुद्र के किनारे के दृश्य का चित्र बनाइए। उसके बारे में अपने मित्रों से बातचीत कीजिए।

पाठ 10

नगरपालिका

हमने पिछले पाठ में पढ़ा कि गाँव में रहने वाले लोगों की बहुत-सी आवश्यकताओं का प्रबंध पंचायत करती है।

जानते हो नगरों और शहरों में ये सब कार्य कौन करता है?

शहरों में ये सब कार्य नगरपालिका करती है।

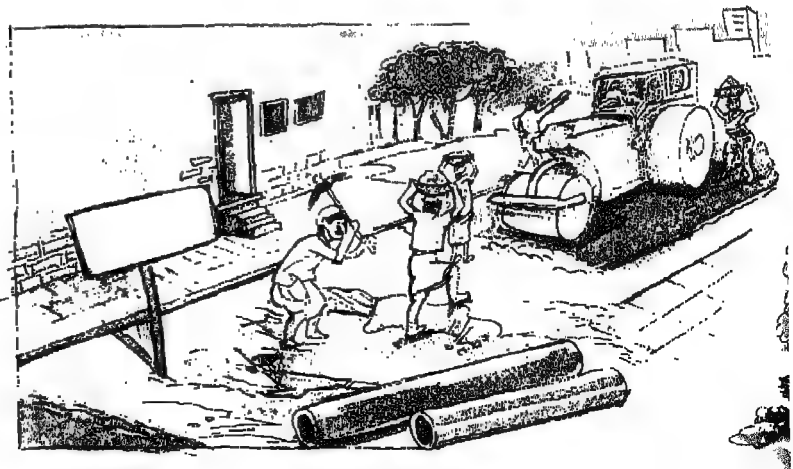
दिल्ली, मुंबई, चेन्नई, कोलकाता, आदि जैसे महानगरों में ये कार्य नगर-निगम करती है।

पंचायत की तरह ही नगरपालिका भी नागरिकों द्वारा चुने हुए सदस्यों की स्थानीय संस्था होती है।

नगरपालिका के सदस्यों का चुनाव नगर निवासी करते हैं। नगर के सभी पुरुष एवं महिला जिनकी आयु 18 वर्ष या उससे अधिक है इन सदस्यों के चुनाव में अपना मतदान देते हैं।

निश्चित अवधि के अंतराल के पश्चात् निर्धारित तिथि को नगरपालिका के सदस्यों का चुनाव कियां जाता है। नगर के चुने गए सदस्य अपने अध्यक्ष का चुनाव करते हैं। अध्यक्ष को मेयर या नगर प्रमुख या महापौर कहा जाता है।

नगरपालिका जिन जन-सुविधाओं का उचित प्रबंध करती है, वे हैं –

- नगर में सड़कें बनवाना तथा उनकी सफाई एवं रखरखाव।

- कूड़े करकट का निपटारा।

- गंदे पानी अथवा वर्षा के पानी का निकास।

- उचित मूल्य (राशन) की दुकानों की व्यवस्था तथा राशन कार्ड बनवाने तथा उसके वितरण की व्यवस्था।

- पीने के पानी के लिए नलकूप, हैंडपंप अथवा सार्वजनिक नल लगवाना। पानी को एकत्रित करने के लिए बड़ी-बड़ी टंकियाँ बनवाना आदि।

- सड़कों और गलियों में प्रकाश का प्रबंध।

- लोगों के स्वास्थ्य की देखभाल के लिए अस्पताल, औषधालय एवं स्वास्थ्य केंद्र (डिस्पैंसरी) खुलवाना।
- सार्वजनिक शौचालय बनवाना तथा उनका उचित रखरखाव।
- जन्म एवं मृत्यु प्रमाण-पत्रों का अभिलेख रखना।
- बच्चों की शिक्षा के लिए प्राथमिक पाठशालाओं की व्यवस्था।
- नगर की सुंदरता के लिए पार्क, उद्यान की व्यवस्था।
- नगर की आवास कालोनी के लिए नक्शा बनवाने की व्यवस्था।
- घरों के नक्शों को अनुमति।

इन सब कामों पर बहुत धन खर्च होता है।

नगरपालिका यह धन तरह-तरह के करों (टैक्स) द्वारा प्राप्त करती है।

नगरवासी नीचे दिए गए कर नगरपालिका को देते हैं :

- मकान तथा जमीन पर कर,
- वाहनों को सड़क पर चलाने पर कर, तथा
- बाहर से नगर में लाई गई वस्तुओं पर चुंगी कर।

इन सुविधाओं को पाने के लिए हम सब नागरिकों को सहयोग देना चाहिए। हमारा कर्त्तव्य है कि इन करों का भुगतान समय पर करें।

हमने क्या सीखा?

मौखिक

1. आपके नगर अथवा गाँव में जन-सुविधाओं का प्रबंध करने वाली स्थानीय संस्था का क्या नाम है?
2. आप नगरपालिका के चुनाव के मतदान में भाग क्यों नहीं ले सकते?
3. कर देने के साथ-साथ हम नगरपालिका की उसके कार्यों में कैसे सहायता कर सकते हैं?

लिखित

1. नगरपालिका के कोई दो कार्य लिखिए।
2. नगरपालिका एवं पंचायत में मुख्य अन्तर क्या है?
3. आपके परिवार में जो लोग वोट देते हैं, उनके नामों की सूची बनाइए। उनकी उम्र भी लिखिए।
4. आप कितने वर्ष बाद नगरपालिका/पंचायत चुनाव में मतदान कर सकेंगे।
5. नगरपालिका का अध्यक्ष क्या कहलाता है?
6. जन्म और मृत्यु का पंजीकरण करवाना क्यों ज़रूरी है?
7. सही या गलत बताइए :
   (i) नगर का अध्यक्ष मेयर कहलाता है। ☐
   (ii) 50 वर्ष से अधिक आयु के व्यक्ति मतदान नहीं कर सकते। ☐
   (iii) मुंबई महानगर नहीं है। ☐
   (iv) नगरपालिका के सदस्यों का चुनाव नगरवासी करते हैं। ☐
   (v) महिलाएँ मतदान में हिस्सा नहीं लेती। ☐

कुछ करने के लिए

☺ (क) पंचायत/नगरपालिका के चुनाव के लिए मतदान के समय हाथ की किस अंगुली पर स्याही का निशान लगाया जाता है? अपने अभिभावक से पूछिए।

(ख) यह निशान क्यों लगाया जाता है?

☺ कक्षा में मॉनीटर के चुनाव के अधिकारी का अभिनय करें।

☺ निम्नांकित में से आप क्या करते हैं उसके सामने (✓) निशान लगाइए :

(i) घर या पाठशाला में पानी के प्रयोग के बाद :

सदैव नल बंद कर देते हैं।	2	☐
कभी-कभी बंद कर देते हैं।	1	☐
सदैव नल खुला छोड़ देते हैं।	0	☐

(ii) कमरे से बाहर आते समय बिजली के बल्ब और पंखे का बटन :

सदैव बंद कर देते हैं।	2	☐
कभी-कभी बंद करते हैं।	1	☐
कभी बंद नहीं करते।	0	☐

(iii) पार्क में खेलते समय :

कभी भी फूल-पत्तियाँ नहीं तोड़ते हैं।	2	☐
कभी-कभी तोड़ लेते हैं।	1	☐
सदैव तोड़ कर फेंक देते हैं।	0	☐

(iv) रेल या बस में सफर करते समय केले या मूँगफली के छिलके आदि :

सदैव फर्श या सड़क पर फेंक देते हैं। 0 ☐

कभी-कभी फर्श या सड़क पर फेंक देते हैं। 1 ☐

कूड़ेदान में डालते हैं। 2 ☐

(v) अपनी पाठशाला की दीवार, खिड़कियाँ, आदि के साथ तोड़-फोड़ :

सदैव करते रहते हैं। 0 ☐

कभी-कभी खेल-कूद में कर देते हैं। 1 ☐

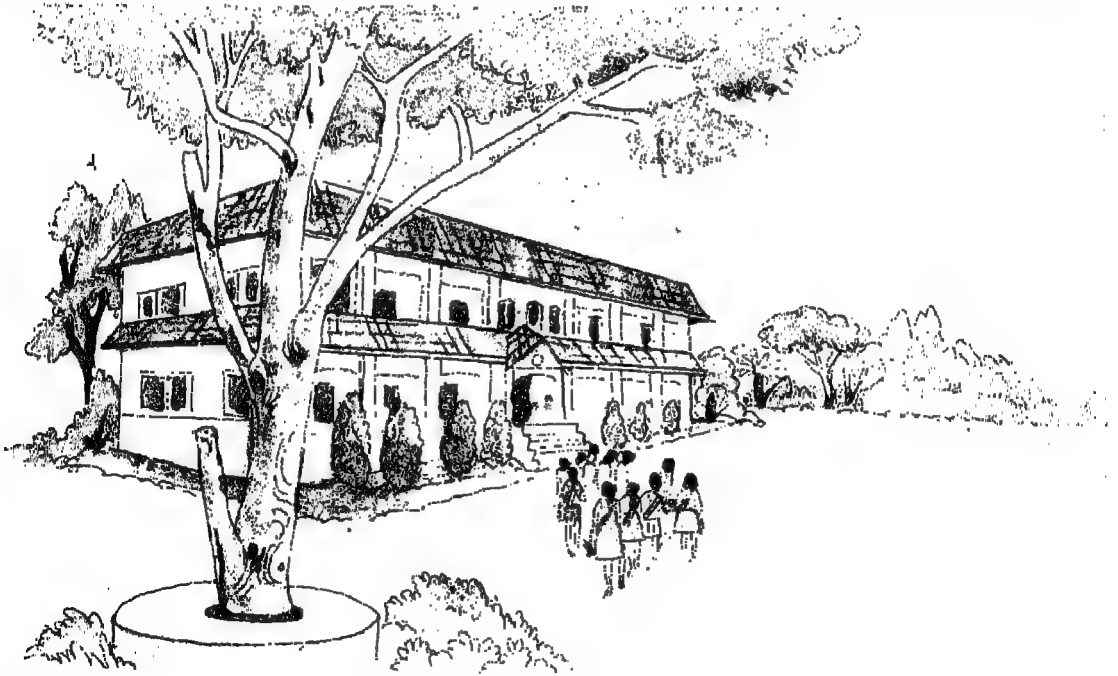
कभी भी नहीं करते हैं। 2 ☐

अब अपने प्राप्त अंकों को पता कीजिए।

यदि आपके प्राप्त अंक 7 से 10 के बीच में हैं तो आप एक अच्छे नागरिक हैं। यदि 4 से 6 के बीच हैं तो आपको थोड़ा ध्यान देने की आवश्यकता है। यदि आपके अंक 0 से 3 के बीच हैं तो भी घबराइए नहीं। आज ही से इन सभी बातों का ध्यान रखिए। फिर देखिए भविष्य में आपकी गिनती भी एक अच्छे नागरिक में होगी।

पाठ 11

हमारी पाठशाला

मेरा नाम जूली है। मैं अपने परिवार के साथ करीमपुर गाँव में रहती हूँ। मैं अपने गाँव की राजकीय प्राथमिक पाठशाला में पढ़ती हूँ। गाँव के सारे बच्चे इसी पाठशाला में पढ़ते हैं। यह पाठशाला लगभग पचास वर्ष पुरानी है परंतु आज भी इसका भवन नया-सा लगता है। इसके रखरखाव की पूरी ज़िम्मेदारी हमारे गाँव के लोगों ने ले रखी है। वे समय-समय पर इस भवन की मरम्मत करवाते रहते हैं। गाँव के लोग यह काम अपनी इच्छा से करते हैं। गाँव के लोगों तथा हमारे अध्यापकों के बीच बहुत ही अच्छे संबंध हैं।

हमारी पाठशाला में –

- प्रत्येक कक्षा के लिए कमरा तथा उसके बाहर बरामदा है। सब कमरों में खिड़की और दरवाज़े हैं जिसके कारण कमरों में शुद्ध वायु और प्रकाश रहता है।
- पीने के पानी तथा बिजली की उचित व्यवस्था है।

- लड़कियों और लड़कों के लिए अलग-अलग शौचालय हैं।
- खेल का मैदान तथा उसके चारों ओर चारदीवारी है।

हमारी पाठशाला में कुल 300 बच्चे पढ़ते हैं जिनमें से 145 लड़के तथा 155 लड़कियाँ हैं। पाठशाला का समय सुबह आठ बजे शुरू होता है।

प्रतिदिन का कार्य प्रार्थना से शुरू होता है। इसके पूरे कार्यक्रम का संचालन बच्चे एवं अध्यापक मिलकर करते हैं। पाठशाला का प्रत्येक बच्चा इसमें भाग लेता है। प्रार्थना की मुख्य क्रियाएँ हैं –

- शारीरिक व्यायाम
- प्रार्थना गीत
- आज के समाचार
- आज के विचार
- देशभक्ति के सामूहिक गीत
- राष्ट्रगान

'सारे जहाँ से अच्छा हिन्दोसिताँ हमारा' और 'होंगे कामयाब' गीतों को गाकर हमारा सीना जोश से भर जाता है। देशभक्ति के गीत हम भिन्न-भिन्न भाषाओं में भी गाते हैं।

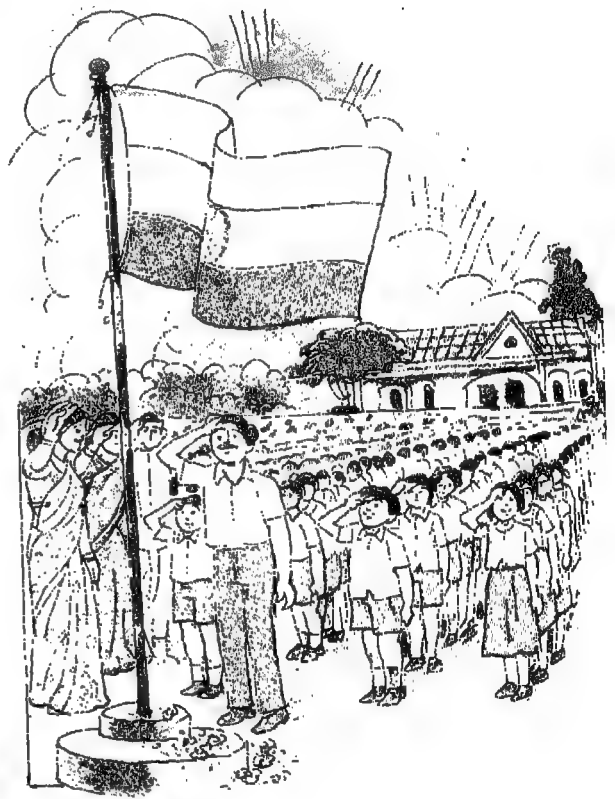
राष्ट्रगान पूरे अनुशासन और सम्मान के साथ गाया जाता है।

सुबह-सुबह मधुर गीत एवं संगीत का कार्यक्रम हम सभी बच्चों को पूरे दिन ताज़गी और स्फूर्ति देता है।

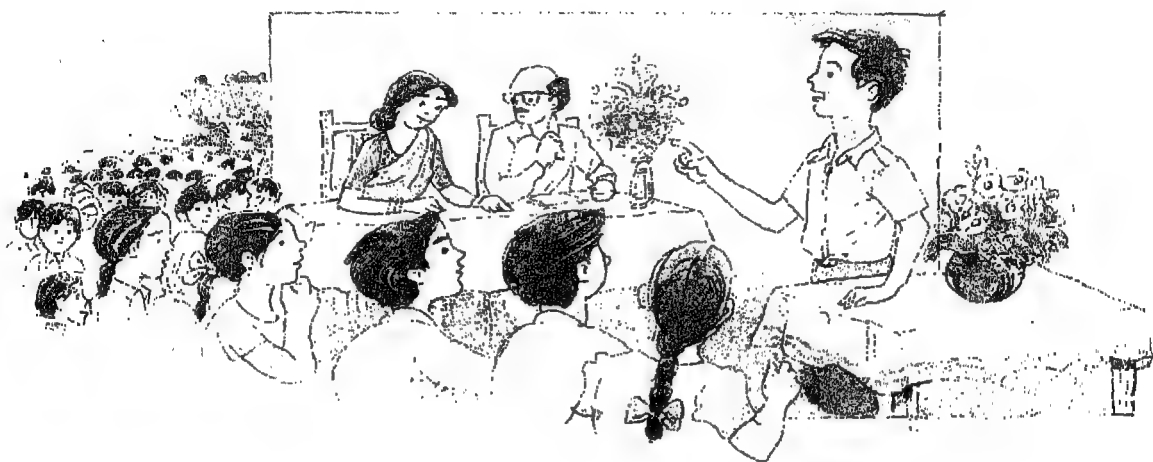
आपकी पाठशाला में प्रार्थना की मुख्य क्रियाएँ क्या होती हैं? अपनी कॉपी में लिखिए।

हमारे अध्यापक पढ़ाते समय हमारी रुचियों का ध्यान रखते हैं, जैसे – यदि कभी हम गणित की जगह चित्रकला का कार्य करना चाहते हैं तो हमारे अध्यापक वह कार्य करवाते हैं। कक्षा में अध्यापक सभी बच्चों पर ध्यान देते हैं। हम भी अपने अध्यापक से प्रश्न पूछ सकते हैं।

पढ़ाई के अतिरिक्त पाठशाला में और भी कई तरह के कार्यक्रम होते हैं।

राष्ट्रीय त्योहारों के साथ-साथ सभी धर्मों के त्योहार भी मनाए जाते हैं।

सांस्कृतिक कार्यक्रमों में नाटक, गीत, सामूहिक गान, नृत्य आदि होते हैं। सभी बच्चों को साल भर में इन कार्यक्रमों में दो बार भाग लेना आवश्यक होता है।

हमारी पाठशाला में महीने के दूसरे और चौथे शनिवार को बाल-सभा भी होती है। बाल-सभा के कार्यक्रम का संचालन हमारी पाठशाला के कक्षा चार और पाँच के बच्चे करते हैं। इनमें हमारे अध्यापक भी समय-समय पर हमारा मार्गदर्शन करते हैं। बाल-सभा के कार्यक्रम में विभिन्न प्रकार की प्रतियोगिताएँ भी होती हैं, जैसे :

- चित्रकला प्रतियोगिता
- हस्तकला प्रतियोगिता

- सामूहिक गान एवं नृत्य प्रतियोगिता
- सुलेख प्रतियोगिता

हमारी बाल-सभा पाठशाला की स्वच्छता का भी ध्यान रखती है। इसके लिए हम पोस्टर बनाते हैं तथा उन्हें उचित स्थानों पर लगाते हैं। हम पाठशाला में कभी गंदगी नहीं होने देते। इसके लिए कुछ नियमों का पालन करते हैं, जैसे :

- सभी बच्चों ने पोलीथीन का उपयोग न करने की प्रतिज्ञा ले रखी है।
- खाना खाकर उस जगह को साफ करते हैं।
- कचरे को ढक्कन वाले कूड़ेदान में डालते हैं।

पाठशाला में कचरे के लिए दो गड्ढे बनाए हुए हैं।

एक गड्ढे में ऐसा कचरा डालते हैं जिससे खाद बनती है, जैसे :

- पेड़-पौधों से गिरे पत्ते
- फल के छिलके

- पुराने कागज़ आदि

इस खाद का प्रयोग हम पाठशाला के बगीचे में करते हैं।

आपकी पाठशाला में कचरे के निपटारे की क्या व्यवस्था है? कॉपी में लिखिए।

दूसरे गड्ढे में शेष कचरा डालते हैं। इसके निपटारे का काम ग्राम पंचायत करवाती है।

पाठशाला में एक तरफ एक छोटा-सा बगीचा भी है। इस बगीचे की देखभाल का काम तीसरी से पाँचवी कक्षा के बच्चे बारी-बारी से करते हैं। प्रत्येक सप्ताह किसी एक कक्षा के सभी छात्र मिल-जुल कर बगीचे में काम करते हैं, जैसे – पौधों को पानी देना, क्यारी की मिट्टी ठीक करना, समय-समय पर खाद देना आदि।

पौधों की देखभाल करना हमें अच्छा लगता है। जब पौधों पर फूल आते हैं तो हमें और भी ज्यादा प्रसन्नता होती है।

हम सभी बच्चे बगीचे में काम करने की अपनी बारी का बेसबरी से इंतज़ार करते हैं।

हमारी पाठशाला में खेल-कूद पर भी बहुत ध्यान दिया जाता है। सभी बच्चों को खेलने का मौका दिया जाता है। खेल के लिए कुछ सामान पाठशाला में हैं। समय-समय पर फुटबाल, हॉकी, रस्सी-कूद, लम्बी एवं ऊँची-कूद आदि की प्रतियोगिताएँ होती

हैं। इन खेलों में सब बच्चों को भाग लेने के लिए उत्साहित किया जाता है। इन खेलों से बच्चों में आत्म-विश्वास और आपसी सहयोग की भावना बढ़ती है।

हमारी पाठशाला में एक 'स्वास्थ्य क्लब' भी है। सभी बच्चे इस क्लब के सदस्य हैं।

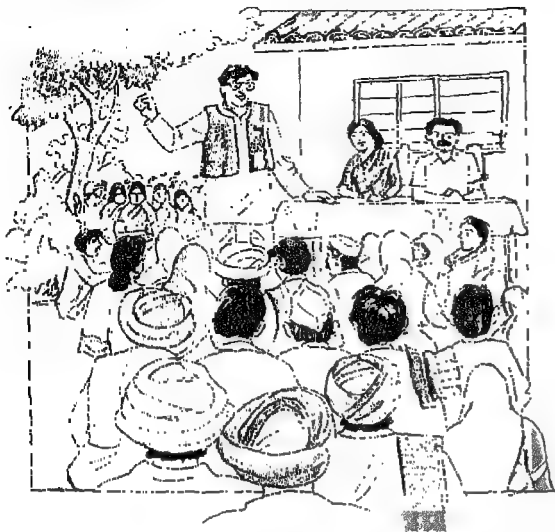
यह सभी बच्चों के 'स्वास्थ्य की जाँच' का प्रबंध करवाता है। इसके लिए साल में दो बार गाँव के प्राथमिक चिकित्सा केंद्र से डॉक्टर साहब आते हैं। सभी बच्चों का स्वास्थ्य जाँच का कार्ड भी बना हुआ है। यह क्लब प्राथमिक चिकित्सा का भी प्रबंध करता है। प्राथमिक चिकित्सा के लिए पेटिका भी है। गाँव में पोलियो, मलेरिया आदि बीमारियों से बचने के लिए प्रभात फेरी लगवाने में हमारा स्वास्थ्य क्लब बहुत ही उत्साह से भाग लेता है।

कुछ स्वास्थ्य संबंधी बातों को अच्छी तरह समझाने के लिए डॉक्टर साहब पाठशाला में आते हैं। ऐसे समय पर हमारे माता-पिता को भी आने के लिए कहा जाता है।

अब तो हमें बीमारियों के बारे में बहुत बातों की जानकारी मिल गई है।

जानते हो, हमारा गाँव पोलियो की बीमारी से मुक्त हो गया है।

हमारी पाठशाला में बच्चों को दोपहर का भोजन भी मिलता है। इस भोजन में पौष्टिकता का ध्यान रखा जाता है।

हमारी पाठशाला में 'अभिभावक-अध्यापक संघ' भी बना है । इसकी सभा में सभी अभिभावक पाठशाला आते हैं।

हमारी पाठशाला ज़िला स्तर पर भी कई सांस्कृतिक कार्यक्रमों में तथा खेल-कूद में प्रथम रहती है।

जानते हो यह किसका परिणाम है?

यह परिणाम हम सबके मिलजुल कर काम करने का है।

हमें अपनी पाठशाला से बहुत ही लगाव है।

हमने क्या सीखा?

मौखिक

1. आपको अपनी पाठशाला क्यों अच्छी लगती है? कोई दो कारण बताइए।
2. आपकी पाठशाला में कितने कमरे और बरामदे हैं?
3. आपकी पाठशाला में कुल कितनी कक्षाएँ हैं? प्रत्येक कक्षा में कितने लड़के लड़कियाँ हैं? पता लगाकर बताइए।
4. आपकी पाठशाला में पीने के पानी का क्या प्रबंध है?

लिखित

1. अपनी पाठशाला का पूरा नाम लिखिए।
2. पाठशाला में कौन-कौन सी सुविधाओं का होना आवश्यक है? सूची बनाइए।
3. अपनी पाठशाला की प्रार्थना की क्रियाएँ लिखिए।
4. आपकी पाठशाला में वार्षिक उत्सव कैसे मनाया जाता है? दस वाक्यों में लिखिए।

5. रिक्त स्थानों की पूर्ति नीचे दिए शब्दों से कीजिए :

पाँच, समय, खाद, स्वस्थ, सम्मान

(i) हमारी पाठशाला में ---------- कक्षाएँ हैं।

(ii) फल और सब्ज़ी के छिलके ---------- बनाने के काम आते हैं।

(iii) राष्ट्रगान ---------- से गाना चाहिए।

(iv) नियमित व्यायाम करने से शरीर ---------- रहता है।

(v) सभी को पाठशाला ---------- पर पहुँचना चाहिए।

6. आपको पाठशाला में कौन-कौन से कार्य करने अच्छे लगते हैं? सूची बनाइए। अपने साथी से उसकी पसंद की क्रियाएँ पूछिए।

7. क्या होता यदि :

(i) आपकी पाठशाला में पढ़ाई न होती तो

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(ii) आपकी पाठशाला में बैठने के कमरे की व्यवस्था न होती तो

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(iii) आपकी पाठशाला में प्रार्थना न होती तो

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(iv) आपकी पाठशाला में कूड़ेदान न होता तो

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(v) आपकी पाठशाला में पानी का उचित निकास न होता तो

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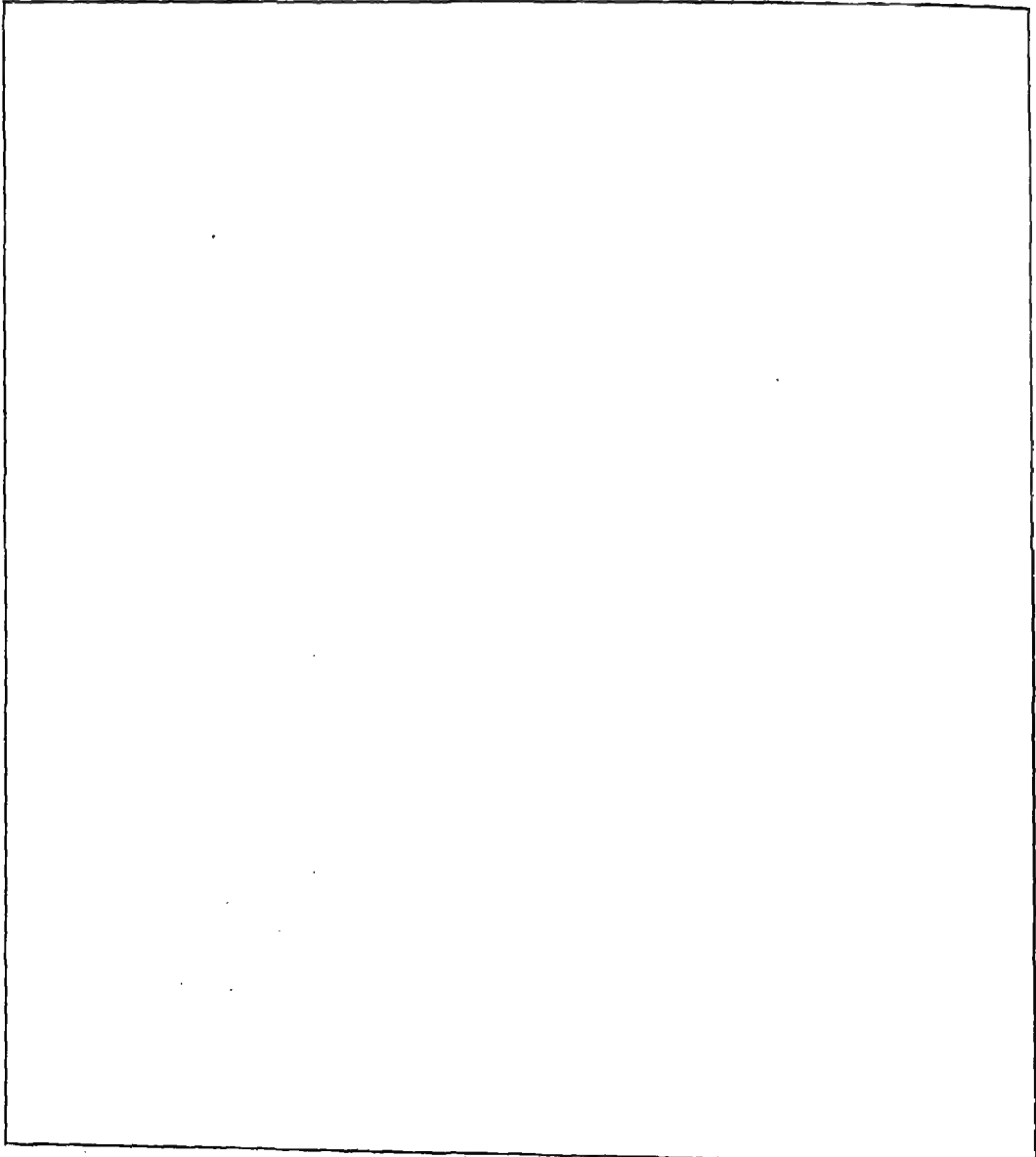
कुछ करने के लिए

- प्राथमिक शिक्षा के बाद आप अपनी पाठशाला की किस तरह सहायता कर सकते हैं। कक्षा में सभी को बताइए।
- अपनी पाठशाला का चित्र बनाइए। उसमें रंग भरिए।

इकाई पाँच

हमारे गौरव

अध्यापक के लिए संकेत

यह इकाई क्यों?

बच्चे हमारे देश के बहुत से महान लोगों के नाम तथा उनके योगदान से जुड़ी कुछ शब्दावली से परिचित हैं। ये जानकारी उनको पाठशाला एवं घर में मनाए जाने वाले त्योहारों में भाग लेने तथा टेलीविजन एवं आकाशवाणी के कार्यक्रमों द्वारा मिलती रहती है। अब ज़रूरी है कि बच्चों को देश के कुछ महान व्यक्तियों का विभिन्न क्षेत्रों में योगदान का परिचय देना शुरू किया जाए। ऐसा करने से बच्चे उनके योगदान की प्रशंसा तो करेंगे ही साथ ही उनके जीवन मूल्यों को अपने जीवन में अपनाने के लिए प्रोत्साहित होंगे। इस तरह बच्चों के मन में महान पुरुषों के प्रति सम्मान की भावना पैदा होगी और वे उन पर गर्व भी महसूस करेंगे।

इस इकाई के शिक्षण-अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- देश के कुछ महापुरुषों के योगदान की सराहना कर सकेंगे।
- देशवासियों द्वारा आज़ादी के लिए किए गए त्याग और बलिदान की सराहना करेंगे।
- देश के महापुरुषों तथा देश के प्रति प्रेम और सम्मान की भावनाएँ विकसित करेंगे।
- महापुरुषों से जुड़े कुछ जीवन मूल्यों को अपने जीवन में अपना सकेंगे।

इस इकाई में है क्या?

इस इकाई में चार पाठ दिए गए हैं – **महात्मा गांधी, रानी गाइदिन्ल्यु, जगदीश चंद्र बसु** और **अब्दुल हमीद।** इन चारों पाठों की विषयवस्तु का चुनाव इन व्यक्तियों की देश को देन के संदर्भ में किया गया है।

पाठ *महात्मा गांधी* की विषयवस्तु उनके जीवन मूल्यों पर केंद्रित है। पाठ *रानी गाइदिन्ल्यु* में आज़ादी की लड़ाई में उनके योगदान का वर्णन है। पाठ *जगदीश चंद्र बसु* में उन बातों का उल्लेख किया है जो उनकी वैज्ञानिक सोच एवं दृष्टिकोण को

बताता है जिससे बच्चों में विज्ञान के प्रति, रुचि तथा सकारात्मक दृष्टिकोण उत्पन्न हो सके। इस पाठ में उनके द्वारा किए गए अनुसंधान इस आयु-वर्ग के बच्चों की समझ के अनुरूप प्रस्तुत किए गए हैं। पाठ *अब्दुल हमीद* में उनकी वीरता का चित्रण है। अपने काम के प्रति उनकी लगन और जागरूकता का उल्लेख भी किया गया है।

आपकी भूमिका क्या है?

- इस इकाई के पाठों की विषयवस्तु का उद्देश्य उन्हें कक्षा में पढ़वाना नहीं है बल्कि उनमें उल्लेखित प्रसंगों के भाव को समझाना है। इन पाठों में इन महापुरुषों द्वारा किए गए सराहनीय कार्यों पर चर्चा करवाई जानी ज़रूरी है।
- जिन व्यक्तियों की बात आप कक्षा में करें बच्चों से उनके बाल्यकाल संबंधी कुछ जानकारी तथा चित्र इकट्ठे करने के लिए अवश्य कहें। इससे उनमें उनके बारे में जानकारी तो बढ़ेगी ही साथ ही उनके प्रति भावात्मक लगाव भी उत्पन्न होगा।
- कक्षा में जब इन विषयों पर चर्चा हो तो बच्चों से इस बारे में उनके अपने विचार पूछिए। बच्चों से यह भी पूछिए कि वह देश के लिए किन-किन क्षेत्रों में कार्य करना चाहेंगे और क्यों।
- इस इकाई के *शिक्षण के समय कुछ देश-प्रेम के गीत, कविताएँ आदि का संकलन* करवाइए।
- इकाई में देश के कुछ ही महान लोगों की चर्चा की गई है। कुछ और लोगों की चर्चा कक्षा में करवाई जा सकती है। स्थानीय लोगों के विभिन्न कार्यों में योगदान पर बातचीत करवाइए। उनके बारे में जानकारी देने के लिए समुदाय के लोगों को भी बुलवाया जा सकता है।
- पाठों के अंत में कुछ करने के लिए भाग में कुछ क्रियाएँ सुझाई गई हैं। यह आवश्यक नहीं कि उन्हें पाठ के अंत में ही करवाएं। उन्हें जहाँ भी उनका संदर्भ हो करवाया जा सकता है।

पाठ 12

महात्मा गांधी

इस चित्र को कौन नहीं पहचानता?

केवल भारत में ही नहीं, दुनिया के हर देश में इनका नाम सम्मान से लिया जाता है।

और ऐसा क्यों न हो? उनका जीवन त्याग और जनसेवा का एक महानतम उदाहरण है।

उनके जीवन मूल्यों से प्रभावित होकर विश्व विख्यात वैज्ञानिक आइन्सटीन ने कहा था, "आने वाली पीढ़ियाँ शायद मुश्किल से ही विश्वास कर सकेंगी कि गांधी जैसा हाड़-मांस का पुतला कभी इस धरती पर हुआ होगा। गांधी जी इनसानों में एक चमत्कार थे।"

दाई ओर दिए चित्र को ध्यान से देखिए।

देखने में कितने दुबले-पतले लगते हैं, गांधीजी। गरमी हो या सरदी उनका पहनावा एक धोती ही रहता था। पाँव में खड़ाऊँ और हाथ में लाठी – ये थे उनके दो साथी। उनका भोजन भी बहुत सादा था। देखने में वे दुबले-पतले अवश्य थे पर मन से बहुत शक्तिशाली थे। उन्हें अपने आप पर और अपने विचारों पर बहुत विश्वास था।

गांधी जी का विश्वास था कि हर व्यक्ति को अपना काम स्वयं करना चाहिए। वे अपने सारे काम अपने ही हाथों से करते थे।

गांधीजी हमेशा सत्य बोलते थे। कठिनाई पड़ने पर भी वे सत्य का ही साथ देते थे। उनका कहना था कि –

- न किसी के लिए बुरी बात बोलो,
- न तो किसी तरह की बुराई देखो, और
- न किसी की बुरी बात सुनो।

ऊपर दिए गए तीन बंदरों का चित्र गांधी जी के इन विचारों का बहुत सुंदर चित्रण करता है।

है न हम सबके सीखने के लिए कितनी अच्छी बात!

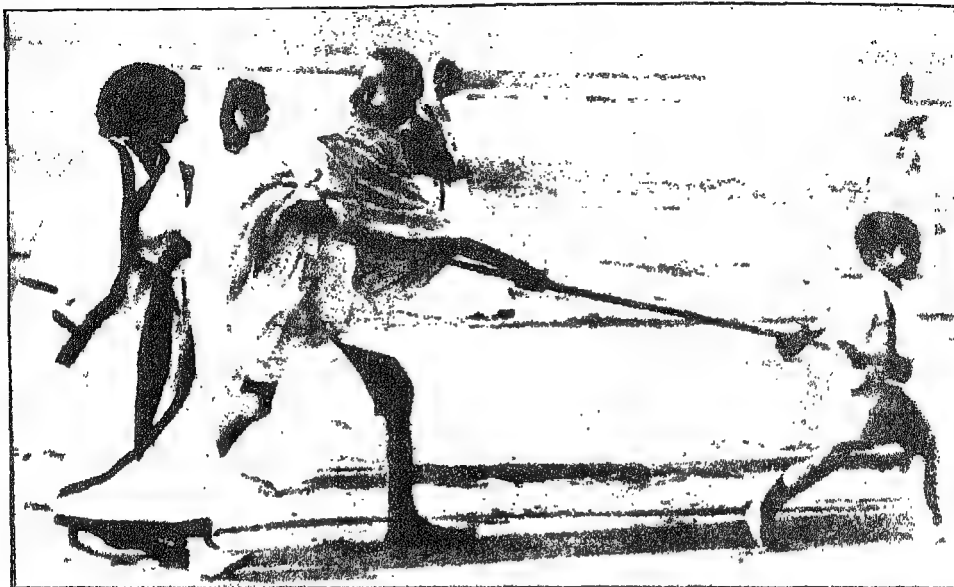
गांधीजी का विश्वास था कि शांति और अहिंसा से हम बड़ी से बड़ी कठिनाई का सामना कर सकते हैं। यदि हमारे अंदर सहनशक्ति है तो बड़े-से-बड़े दुश्मन भी हमारे सामने हार मान जाते हैं।

गांधीजी की नज़र में हर धर्म, जाति और रंग के लोग बराबर थे। इस बात को सिद्‌ध करने के लिए उन्हें बहुत कठिनाइयों का सामना करना पड़ा।

गांधीजी ने अपनी वकालत अफ्रीका में शुरू की थी। वहाँ पर गोरे और काले रंग का भेदभाव बहुत अधिक था। बहुत बार गांधीजी को ऐसी स्थितियों का सामना करना पड़ा जहाँ उनको नीचा दिखाने की कोशिश की गई।

एक बार तो जब गांधीजी रेल के पहले दरजे के डिब्बे में यात्रा कर रहे थे तो कुछ अंग्रेज़ों ने उनके काले रंग के कारण उन्हें डिब्बे से नीचे उतार दिया था। गांधीजी ने इस भेदभाव के विरुद्‌ध शांतिपूर्ण संघर्ष किया। अंत में जीत उन्हीं की हुई।

अंग्रेज़ी राज से मुक्ति पाने के लिए भारत में आज़ादी की लड़ाई में गांधी जी का बहुत बड़ा योगदान है। उन्होंने सिद्‌ध कर दिया कि हिंसा के बिना भी बहुत युद्‌ध

जीते जा सकते हैं। भारत के सभी स्वतंत्रता सेनानी गांधीजी का बहुत सम्मान करते थे। उनके नेतृत्व में भारतवासी 15 अगस्त, 1947 को आज़ादी प्राप्त करने में सफल

हुए। गांधीजी को राष्ट्रपिता कहा जाता है। सभी लोग इन्हें 'बापू' नाम से भी जानते हैं।

गांधी जी बच्चों को बहुत प्यार करते थे। उनका दृढ़ विश्वास था कि यदि बच्चों को अच्छी शिक्षा दी जाए तो वे देश को भली-भाँति उन्नति की ओर ले जा सकते हैं। उनके विचार में भिन्न-भिन्न विषयों के ज्ञान के साथ-साथ जीवन मूल्य ग्रहण करना भी बहुत ज़रूरी है।

सत्य बोलना, सहनशीलता, ज़रूरतमंदों की सहायता करना, अपना काम स्वयं करना आदि कुछ ऐसे गुण हैं, जो मनुष्य में आत्म विश्वास पैदा करते हैं। गांधीजी का कहना था कि हर बच्चे को अपने जीवन में इन मूल्यों का पालन करना चाहिए।

गांधीजी 'सर्वधर्म समभाव' में विश्वास रखते थे। वे सब धर्मों का आदर करते थे और दूसरों को भी इसकी प्रेरणा देते थे। गांधीजी प्रतिदिन प्रार्थना करते थे। इसमें सभी धर्मों के व्यक्ति सम्मिलित होते थे।

हम गांधीजी का जन्मदिन प्रतिवर्ष राष्ट्रीय त्योहार के रूप में मनाते हैं।

हमने क्या सीखा?

मौखिक

1. गांधीजी को प्रायः किस नाम से बुलाया जाता है?
2. गांधीजी के जीवन से हमें क्या शिक्षा मिलती है?
3. हमें अपना काम स्वयं क्यों करना चाहिए?
4. गांधीजी की समाधि कहाँ है? उनकी समाधि को क्या कहते हैं?

लिखित

1. रिक्त स्थान भरिए :

   अहिंसा, सादा, आज़ादी, सत्य, आदर

   (i) गांधीजी का भोजन बड़ा ---------------- होता था।

   (ii) गांधीजी ---------------- में विश्वास रखते थे।

   (iii) गांधीजी हमेशा ---------------- बोलते थे।

   (iv) गांधीजी सभी धर्मों का ---------------- करते थे।

   (v) ---------------- की लड़ाई में गांधीजी का बहुत बड़ा योगदान है।
2. गांधीजी का जन्मदिन किस दिन मनाया जाता है? इस दिन आप अपने विद्यालय में क्या-क्या करते हैं?
3. गांधीजी को रेल के डिब्बे से क्यों उतारा गया?
4. गांधीजी का पूरा नाम क्या था?
5. गांधीजी को राष्ट्रपिता क्यों कहते हैं?

कुछ करने के लिए

- गांधीजी के कुछ चित्र एकत्रित करिए और अपनी कॉपी में चिपकाइए।
- 5, 10, 20 और 50 रुपए के नोट देखिए। उन पर किसकी तस्वीर है अपने मित्रों को दिखाइए।

पाठ 13

रानी गाइदिन्ल्यू

हमारे देश भारत पर सदियों तक दूसरे देशों के निवासी राज करते रहे।

बहुत संघर्ष के बाद 15 अगस्त, 1947 को हमने इसे अंग्रेज़ों के राज से मुक्त करवाया। आज़ादी के इस संघर्ष में देश के सभी भागों में रहने वाले स्त्री, पुरुष और बच्चों ने भाग लिया।

इस संघर्ष में जिन महिलाओं का नाम बहुत सम्मान से लिया जाता है, उनमें से एक है रानी गाइदिन्ल्यू।

रानी गाइदिन्ल्यू का जन्म सन् 1915 में भारत के उत्तर-पूर्वी राज्य मणिपुर के एक जनजातीय परिवार में हुआ। उनके माता-पिता नागा पादरी परिवार से थे।

उनका नाम 'गाइदिन्ल्यू' रखने वाले गाँव के ही लोग थे। उनके नाम में 'गाइ' का अर्थ है 'अच्छा' तथा 'दिन' का अर्थ है 'मार्ग' अर्थात 'अच्छा मार्ग दिखाने वाली'। रानी गाइदिन्ल्यू की शिक्षा एक क्रिश्चियन **मिशनरी** विद्यालय में हुई।

बचपन से ही गाइदिन्ल्यू के मन में देशभक्ति की भावना भरी थी। अंग्रेज़ शासकों का नागालैंड के वासियों के साथ दुर्व्यवहार देखकर उनका खून खौल उठता था। पर वे जानती थीं कि अकेले वे कुछ नहीं कर सकतीं। इसलिए ज़रूरी था कि वहाँ रहने वालों को आज़ादी के प्रति जागरूक किया जाए।

रानी गाइदिन्ल्यू पर गांधीजी के विचारों का बहुत असर हुआ। वे गांधीजी से कभी नहीं मिली थीं परंतु उनके लेखों द्वारा वह उन्हें बहुत अच्छी तरह जान गई थीं। उनके

सत्य और अहिंसा में विश्वास से वे बहुत प्रभावित थीं। 18 वर्ष की उम्र से ही उन्होंनें गांधीजी के कदमों पर चलना शुरू कर दिया था।

उन्होंने मणिपुर, नागालैंड और दूसरे उत्तर-पूर्वी राज्यों के लोगों को आज़ादी के महत्त्व का अहसास करवाया।

उन्होंने इस कार्य में अपने सुख-चैन की बिलकुल परवाह नहीं की। अपनी मेहनत से वे लोगों को अपने अधिकारों और कार्यों के बारे में जागृत करने में सफल हुईं। उनकी नज़र में देश और देश-प्रेम से बढ़कर कुछ भी नहीं था।

रानी गाइदिन्ल्यू न तो किसी राज घराने में पैदा हुई थीं और न ही उनकी शादी किसी राज घराने में हुई थी। उनके साहसी कार्यों के कारण ही उनके नाम के आगे 'रानी' शब्द जोड़ दिया गया था। सबसे पहले उन्हें 'रानी' शब्द से संबोधित करने वाले पंडित जवाहर लाल नेहरु थे।

जब नेहरु जी सन् 1937 में असम गए तब वे आज़ादी के लिए किए गए रानी गाइदिन्ल्यू के साहसपूर्ण प्रयासों से बहुत ही प्रभावित हुए। पंडित नेहरु को पता चला कि रानी में जनजाति क्षेत्र के विकास के लिए कार्य करने की प्रबल इच्छा है। उन्हें यह भी पता चला कि जनजाति के लोग कई बातों में आम लोगों से भिन्न हैं। उन लोगों के कुछ रीति-रिवाज़ भी बड़े ही प्रजातांत्रिक हैं। औरतें, पुरुषों से ज्यादा मेहनती होती हैं। इन लोगों में आत्म सम्मान भी बहुत होता है। ये सभी गुण आज़ादी के संघर्ष के लिए बहुत महत्त्वपूर्ण थे।

आजादी के लिए अंग्रेज़ों से संघर्ष करने के कारण बहुत दिनों तक रानी गाइदिन्ल्यू को जेल में भी रहना पड़ा। रानी गाइदिन्ल्यू को 15 अगस्त, 1947 को आज़ादी मिलने के बाद ही जेल से रिहा किया गया।

आज रानी गाइदिन्ल्यू हमारे बीच नहीं हैं, परंतु देश के लिए किए गए उनके साहसिक कार्यों की छाप आज भी मौजूद है। उन्हें अपने साहसी कार्यों के लिए पद्मभूषण से भी सम्मानित किया गया।

उन्हें हमेशा एक सच्ची देश-भक्त और समाज सुधारक की तरह याद किया जाता है। वे आज भी प्रत्येक भारतीय के लिए साहस का स्रोत हैं।

हमने क्या सीखा?

मौखिक

1. गाइदिन्ल्यू नाम का क्या अर्थ है?
2. उन्हें 'रानी' कहकर सबसे पहले किसने पुकारा था?
3. उनको 'पद्मभूषण' से क्यों सम्मानित किया गया?
4. उन पर किसके व्यक्तित्व का प्रभाव पड़ा?
5. रानी गाइदिन्ल्यू को जेल क्यों भेजा गया?

लिखित

1. सही वाक्य के सामने (✓) तथा गलत के सामने (x) का चिह्न लगाइए :

   (i) रानी नागा परिवार से नहीं थीं। ☐

   (ii) गाइदिन्ल्यू कभी जेल नहीं गईं। ☐

   (iii) रानी पर गांधीजी के विचारों का असर हुआ। ☐

   (iv) वे एक समाज सुधारक थीं। ☐

2. रानी गाइदिन्ल्यू की कहानी अपने शब्दों में लिखिए।

कुछ करने के लिए

☺ अपने राज्य के किसी स्वतंत्रता सेनानी का नाम पता कीजिए और अपनी कक्षा में अपने साथियों को बताइए।

पाठ 14

जगदीश चंद्र बसु

जगदीश चंद्र बसु का जन्म 30 नवंबर सन् 1858 को बंगाल के ढाका जिले में हुआ। आजकल यह जगह बँगलादेश में है।

जगदीश चंद्र बसु के पिता उच्च सरकारी पद पर थे। उन्होंने जगदीश की प्राथमिक शिक्षा मातृभाषा में ही करवाई। गाँव की पाठशाला में उनके मित्र बने – किसान और मछुआरों के बच्चे। इन मित्रों के साथ रहने से उन्हें पानी के जंतुओं और पौधों के बारे में बहुत रोचक बातें पता चलीं। यहीं से उनके मन में प्रकृति के प्रति प्रेम पैदा हुआ। साथ-साथ इससे उनमें नई-नई बातें सीखने की जिज्ञासा भी पैदा हुई। उन्होंने अपने ढंग से सोचना सीखा।

वे अपने पिता से तरह-तरह के प्रश्न किया करते थे – यह क्या है? ऐसे क्यों हुआ? ऐसा क्यों होता है? आदि। उनके पिता उनके प्रश्नों के उत्तर बड़े ही सरल ढंग से समझाकर देते थे। जिस प्रश्न का उत्तर उन्हें मालूम नहीं होता वे उसके बारे में जगदीश को अपने आप मालूम करने के लिए कहते थे। इस तरह उनमें स्वयं उत्तर खोजने की आदत बन गई।

जगदीश चंद्र की आगे की पढ़ाई कोलकाता (कलकत्ता) की सेंट जेवियर पाठशाला और फिर सेंट जेवियर कालेज में हुई। कालेज में उनके एक प्राध्यापक थे – फादर लेफांट। वे विज्ञान के तथ्यों को प्रयोग द्वारा समझाते थे। अपने प्राध्यापक के पढ़ाने के इस तरीके के कारण उनकी रुचि विज्ञान में और भी बढ़ी।

उन्होंने विज्ञान की उच्च शिक्षा इंग्लैंड में प्राप्त की। भारत आकर वे कोलकाता के प्रेसीडेंसी कॉलेज में भौतिक विज्ञान के प्राध्यापक नियुक्त हुए।

जगदीश चंद्र बसु ने भी अपने छात्रों को प्रयोगों द्वारा विज्ञान पढ़ाने की विधि अपनाई। छात्र उन्हें बहुत पसंद करने लगे। इससे छात्रों में अनुशासन की भावना भी पैदा हुई।

बच्चों को विज्ञान पढ़ाते समय वे अधिकतर प्रयोगशाला का अभाव महसूस करते थे। उन्होंने बच्चों को अच्छी तरह विज्ञान पढ़ाने के लिए अपना पैसा लगाकर विज्ञान की प्रयोगशाला खोली। इसमें वे नए-नए प्रयोग करते रहते थे। इस प्रयोगशाला में ही

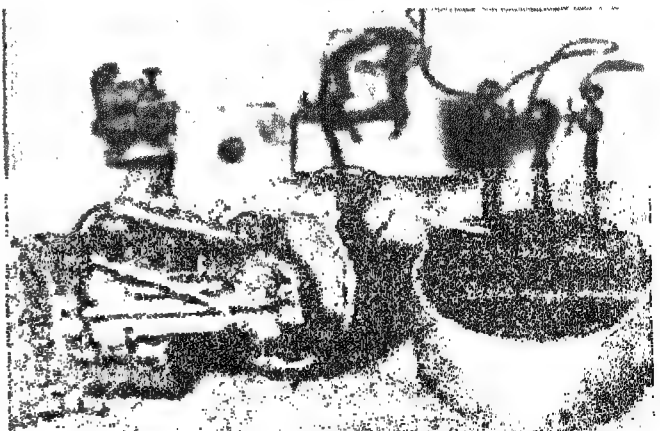
उन्होंने लगातार प्रयास करके अपना पहला यंत्र बनाया। इस यंत्र के द्वारा उन्होंने बिना बिजली के तार के दीवार की दूसरी ओर रखी घंटी को बजाकर दिखाया। बिना तारों के संदेश भेजने का यह पहला प्रदर्शन था। इस खोज से विज्ञान क्षेत्र में हलचल मच गई।

जानते हो यह प्रयोग उन्होंने किस तरह से किया? यह प्रयोग उन्होंने चुम्बक की सहायता से किया था।

उनकी दूसरी खोज थी पेड़-पौधों के बारे में। वे पहले व्यक्ति थे जिन्होंने सबसे पहले यह सिद्ध किया कि पेड़-पौधे भी हमारी तरह सजीव होते हैं। पेड़-पौधों पर भी जीव-जंतुओं की तरह सरदी-गरमी का प्रभाव पड़ता है। उन्हें भी हमारी तरह भोजन, पानी, वायु की आवश्यकता होती है। उनमें भी हमारी तरह गति एवं छूने से अनुक्रिया होती है।

ये बातें ऐसी थीं जिस पर लोगों को पहले विश्वास नहीं हुआ। डॉ. बसु ने इन बातों को सिद्ध करने के लिए कुछ यंत्र बनाए।

एक यंत्र ऐसा था जिससे पौधों की वृद्धि को मापा जाता था।

उन्होंने एक और यंत्र भी बनाया। इस यंत्र से पता चलता था कि चोट लगने पर पौधे काँपते हैं।

उन्होंने बाद में ऐसे यंत्र भी बनाए जिनसे पौधों के अंदर की क्रियाओं के चित्र लिए जा सकते थे।

जगदीश चंद्र बसु ने विज्ञान मंदिर की स्थापना भी की जिसका नाम बसु-विज्ञान मंदिर रखा गया। इस प्रयोगशाला में देश-विदेश के लोग विज्ञान के प्रयोग किया करते थे।

डॉ. बसु को उनके छात्र बहुत अधिक पसंद करते थे।

जानते हो क्यों?

वे बच्चों को विज्ञान बड़े ही सरल ढंग एवं प्रयोगों द्‌वारा सिखाते थे। उनका मानना था कि विज्ञान की पढ़ाई अंग्रेजी में नहीं, मातृभाषा में ही होनी चाहिए। वे बच्चों को विज्ञान खेल-खेल में सिखाना पसंद करते थे।

विज्ञान के अलावा उन्हें फोटोग्राफी और साहित्य में भी बड़ी रुचि थी।

जगदीश चंद्र बसु को उनके कार्यों के लिए भारत सरकार ने अनेक उपाधियाँ दीं। एक बार डॉ. बसु जब पेरिस में विज्ञान की देन पर भाषण दे रहे थे, वहाँ सुनने वालों में स्वामी विवेकानंद भी थे। भाषण के बाद हॉल तालियों से गूंज उठा। स्वामी विवेकानंद ने उन्हें गले से लगा लिया और भारत का वीर पुत्र कहकर उनको शाबाशी दी।

23 नवंबर सन् 1937 को बिहार के गिरिडीह में हृदयगति रुकने से उनकी मृत्यु हो गई।

आज वे हमारे बीच नहीं हैं परंतु उनके द्‌वारा किए गए कार्य आज भी हमारे लिए प्रेरणा के स्रोत हैं।

हमने क्या सीखा?

मौखिक

1. जगदीश चंद्र बसु की प्राथमिक शिक्षा किस भाषा में हुई?
2. उनके बचपन के मित्र कौन बने?
3. उनकी उच्च्व शिक्षा कहाँ हुई?
4. उन्होंने कौन-कौन सी वैज्ञानिक खोजें की?

लिखित

1. जगदीश चंद्र बसु ने पौधों के बारे में कौन-कौन सी खोजें की?
2. पौधों के सजीव होने के लक्षण बताइए।
3. जगदीश चंद्र बसु को वीर पुत्र से किसने संबोधित किया?

कुछ करने के लिए

हमारे देश के कुछ वैज्ञानिकों के चित्र इकट्ठे कीजिए और उन्हें कॉपी में चिपकाइए। नीचे उनका नाम भी लिखिए।

पाठ 15

अब्दुल हमीद

हमारे देश में अनेक वीर जवानों ने जन्म लिया और हंसते-हंसते देश के लिए शहीद हो गए।

इन जवानों में से एक थे हवलदार अब्दुल हमीद।

यह चित्र है अब्दुल हमीद का। आईए इनके जीवन के बारे में कुछ बातें जानें।

वीर अब्दुल हमीद का जन्म 1 जुलाई, 1933 को उत्तर प्रदेश के गाजीपुर जिले के घामपुर गाँव में हुआ। उनके पिता का नाम उस्मान खलीफा था। अब्दुल को बचपन से ही सैनिक बनने का शौक था। वे 21 वर्ष की आयु में थल सेना में भरती हुए। कुछ ही दिन बाद उन्हें जम्मू-कश्मीर के मोर्चे पर भेजा गया। वहाँ वे 1960 तक कार्यरत रहे। मोर्चे पर वे अपने साहस भरे कार्यों से देश के शत्रुओं को दहलाते रहे।

हमारे देश पर सन् 1962 में चीन के हमले के समय उन्होंने अपनी अनोखी वीरता का परिचय दिया। वे उस समय नेफा क्षेत्र में तैनात थे।

उन्होंने वहाँ शत्रु-सेना को पीछे खदेड़ दिया। नेफा क्षेत्र में उन्हें वीरता के कार्यों के लिए हवलदार बनाया गया।

जब पाकिस्तान और भारत की लड़ाई शुरू हुई, हमीद उस समय कसूर क्षेत्र में तैनात थे।

जानते हो यह मैदान वह था जहाँ पाकिस्तानी सेना ने अपने अमरीकी टैंकों को इकट्ठा कर रखा था।

उनका सोचना था कि यहाँ से वे सीधे भारत की धरती पर पहुँच जाएँगे।

हमारे देश के जवान उन्हे पीछे खदेड़ने के लिए आगे बढ़ते परन्तु टैंकों से निकले बड़े-बड़े आग के गोले उनके रास्ते में बाधा बन जाते।

अब्दुल हमीद से यह देखा नहीं गया। वे बरसते हुए गोलों में आगे बढ़े। देखते ही देखते वे टैंकों के पास जा पहुँचे। अपनी बिजली जैसी फुरती से उन्होंने उनके तीन टैंकों को नष्ट कर दिया। उन चालकों को भी गोलियों से भून डाला जो टैंकों में बैठे थे। इस सब से शत्रु सेना के कदम लड़खड़ा गए। शत्रुओं के तीन टैंकों को धूल में मिलाने के बाद अब्दुल ज्यों ही चौथे टैंक की तरफ बढ़े वे शत्रु की गोली का शिकार हो गए और सदा के लिए हम सब से बहुत दूर हो गए।

वीर अब्दुल हमीद के बलिदान और वीरता की कहानी देश के कोने-कोने में फैल गई। उस समय शायद ही कोई ऐसा अखबार होगा जिसमें उनकी वीरता के किस्से न छपे हों। सारे देश ने भारत माँ के इस वीर बहादुर पुत्र के लिए आँसू बहाए। देश ने उन्हें सबसे उँचे पदक – **परम वीर चक्र** से सम्मानित किया।

अब्दुल हमीद के पिता को उनके बलिदान का पता चला तो उन्हें पहले बहुत दुख हुआ। परन्तु साथ ही उनके हृदय में देश-प्रेम जाग उठा। वे बोले खुदा का शुक्र है कि हमीद ने देश की रक्षा के लिए अपनी जान दे दी। कितना अच्छा होता जो उसके चारों भाई भी देश की रक्षा करते हुए हँसते-हँसते शहीद हो जाते।

आज अब्दुल हमीद हमारे बीच नहीं हैं। परन्तु उनकी वीरता के किस्से प्रत्येक भारतवासी की जुबान पर हैं।

उनकी वीरता पर हम सभी को गर्व है। वे भारत के सच्चे वीर पुत्र थे।

हमने क्या सीखा?

मौखिक

1. अब्दुल हमीद का जन्म भारत के किस राज्य में हुआ?
2. हमीद को बचपन से ही क्या बनने का शौक था?
3. चीन से युद्ध के समय वे किस क्षेत्र में तैनात थे?
4. वे किस आयु में सेना में भरती हुए?
5. उन्होंने दुश्मन के टैंकों को किस तरह नष्ट किया?

लिखित

1. अब्दुल हमीद देश की किस सेना में थे?
2. उन्होंने कौन-कौन से युद्धों में भाग लिया?
3. रिक्त स्थान भरिए :
   (i) चीन से युद्ध के समय अब्दुल हमीद ———— क्षेत्र में तैनात थे।
   (ii) भारत ने अब्दुल हमीद को ——— ——— चक्र से सम्मानित किया।
   (iii) उन्होंने शत्रु सेना के ———— टैंक नष्ट किए।
   (iv) हमीद का जन्म ———— ग्राम में हुआ।
   (v) वे भारत और ———— के युद्ध के समय शहीद हुए।

कुछ करने के लिए

- अपने राज्य के कुछ वीर जवानों के चित्र इकट्ठे कीजिए। उन्हें अपनी कॉपी में चिपकाइए। नीचे उनके नाम लिखिए।
- आप अपने देश के लिए किस तरह का कार्य करना चाहेंगे और क्यों? अपने मित्र को बताइए।

इकाई छः

बदलाव क्यों और कैसे

अध्यापक के लिए संकेत

यह इकाई क्यों?

मनुष्य की प्रवृति है कि वह अपनी सूझ-बूझ से नई-नई खोज़ें करता रहा है जिसके कारण उसके जीवन में बदलाव आता रहा है। इस सूझ-बूझ के कारण मनुष्य प्रकृति में होने वाली घटनाओं का अपने दैनिक जीवन की गुणवत्ता को सुधारने के लिए उपयोग करता रहा है। इस प्रवृति के कारण उसने समय-अवधि एवं भौगोलिक दूरियों पर भी विजय पा ली है। बच्चों के लिए ये जानना ज़रूरी है कि मनुष्य की खोज करने की प्रवृति तथा नई-नई खोज़ों का आज के युग में उनके जीवन पर क्या प्रभाव पड़ा है।

इस इकाई के शिक्षण-अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- आग की खोज तथा समय के साथ-साथ उसके उपयोग में आए परिवर्तनों को जान सकेंगे।
- संचार तथा यातायात के विभिन्न साधनों में आए परिवर्तनों का अपने दैनिक जीवन पर प्रभाव समझ सकेंगे।
- समय-अवधि एवं भौगोलिक दूरियों के परस्पर संबंध को समझ सकेंगे।

इस इकाई में है क्या?

इस इकाई में तीन पाठ दिए गए हैं – **आग की कहानी, सिमटती दूरियाँ** तथा **राईट बंधु**। पाठों की विषयवस्तु को रुचिपूर्ण बनाने के लिए उनके प्रस्तुतीकरण में विविधता रखी गई है। पाठ *आग की कहानी* में विषयवस्तु को क्रमिक रूप से कॉमिक चित्रों द्वारा दर्शाया गया है जिससे विषयवस्तु सरल होने के साथ-साथ रुचिपूर्ण भी बनाई जा सके। आग के उपयोग तथा उसके उपयोग के समय ली जाने वाली सावधानियों पर भी चर्चा की गई है। इन जानकारियों का उद्देश्य बच्चों को संभावित दुर्घटनाओं से बचाना है। *सिमटती दूरियाँ* पाठ की विषयवस्तु का प्रस्तुतीकरण व्यावहारिक ज्ञान पर आधारित है। बच्चों के अनुभवों के आधार पर पाठ का विकास किया गया है। पाठ में नए-नए संचार के माध्यमों तथा यातायात के साधनों पर भी चर्चा की गई है।

इन्हें पाठ में सचित्र दिया गया है। मनुष्य जीवन पर इन साधनों के पड़ने वाले प्रभावों का भी उल्लेख किया गया है।

पाठ *राईट बंधु* की विषयवस्तु के माध्यम से बच्चों में वैज्ञानिक प्रवृति तथा कार्य के प्रति सकारात्मक सोच की भावना विकसित करने का प्रयास किया गया है।

आपकी भूमिका क्या है?

- इकाई में पाठों को प्रारंभ करने से पहले उन पाठों से संबंधित उनके दैनिक जीवन के अनुभवों पर चर्चा करवाइए। उदाहरण के लिए अगर पाठ *आग की कहानी* आरंभ करना है तो बच्चों से दैनिक जीवन में आग संबंधी सामान्य जानकारी पता करें। पाठ *सिमटती दूरियाँ* में समय के साथ-साथ संचार एवं यातायात के साधनों में आए परिवर्तनों पर पहले चर्चा करवाएँ।
- पाठ *आग की कहानी* के शिक्षण-अधिगम के समय सारी विषयवस्तु को एक साथ पढ़वाना जरूरी नहीं है। क्रमिक रूप से दी गई विषयवस्तु को समझने के लिए उस पर विकसित चित्र का प्रत्येक बच्चे से अवलोकन करवाएँ। इस तरह से विषयवस्तु को समझना तो आसान होगा ही साथ ही अवलोकन करने की क्षमता भी विकसित होगी।
- पाठ में आग के उपयोग में ली जाने वाली कुछ सावधानियों पर सचित्र चर्चा की गई है। इसके लिए बच्चों को इसमें क्या-क्या सावधानियाँ रखनी हैं अर्थात् वे क्या करें, पर चर्चा करवाएँ न कि वे क्या-क्या न करें।
- पाठ *सिमटती दूरियाँ* के पठन-पाठन के समय संबंधित संचार एवं यातायात के साधनों के चित्र लाकर दिखाइए। अगर संभव हो तो इन आधुनिक साधनों को वास्तविक रूप में भी दिखाइए। बच्चों से इनसे संबंधित चित्र इकट्ठे करवाए जा सकते हैं। उन्हें कॉपी में विकास के क्रम में लगवाइए। अगर पाठशाला में कंप्यूटर है तो बच्चों को दिखाइए तथा उपयोग करने का मौका दीजिए।
- इस इकाई में पाठ *राईट बन्धु* जैसे आविष्कारकों को एक उदाहरण मात्र चुना है। बच्चों को कुछ और आविष्कारकों के बारे में जानकारी इकट्ठी करने के लिए प्रेरित कीजिए। इससे बच्चों में वैज्ञानिक प्रवृति विकसित होने के साथ-साथ स्वयं सीखने के कौशल भी विकसित होंगे।

पाठ 16

आग की कहानी

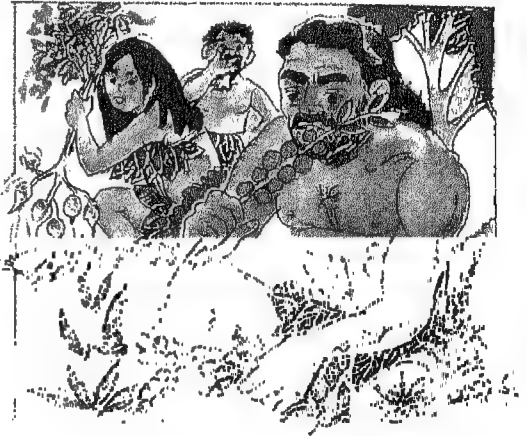
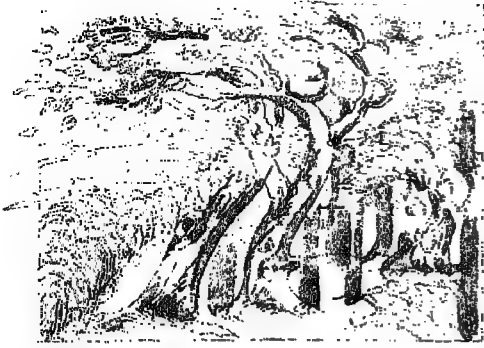
हमारे दैनिक जीवन में आग के उपयोगों के बारे में कौन नहीं जानता है?

खाना बनाना हो या चाय कॉफी। दीपावली पर दीपक जलाने हों या अँधेरे में मोमबत्ती जलानी हो, सभी में इसका उपयोग होता है।

परंतु, क्या आपने कभी यह सोचा है कि आग सबसे पहले कैसे पैदा हुई होगी? मनुष्य ने इसका उपयोग भिन्न-भिन्न कार्यों के लिए कैसे सीखा होगा?

यह एक लंबी कहानी है।

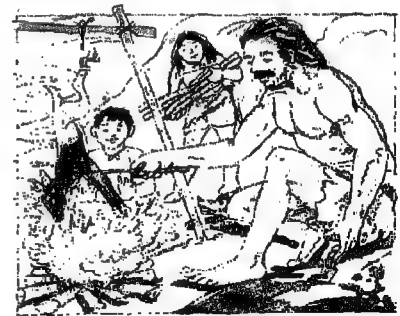
आइए इसके बारे में जानें :

बहुत समय पहले जब मानव जंगल में रहता था, उसका जीवन बहुत ही कठिन था।

वह जानवरों का शिकार करके कच्चा मांस खाता था। बाद में वह जंगल में लगे फल, कंदमूल, पत्तियाँ आदि खाकर अपना गुज़ारा करता था।

कभी-कभी तेज़ हवा चलने से अचानक जंगलों में पेड़ों के आपस में रगड़ने से आग भी लग जाती थी।

इस आग में कई बार पशु-पक्षी भी जल जाते होंगे। जब उसने उन्हें खाया, उसे वे खाने में अच्छे लगे होंगे।

उस आग में कई बार कंदमूल आदि भी भुन गए होंगे। खाने पर मनुष्य को वे भी स्वादिष्ट लगे होंगे।

इसलिए उसने अपने आप भी इनको भूनना शुरू कर दिया होगा।

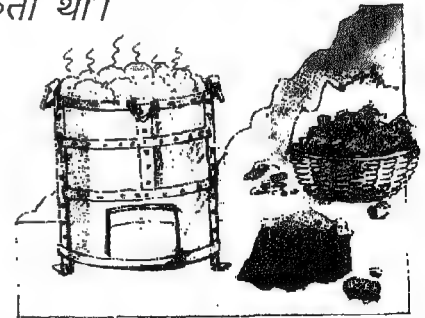
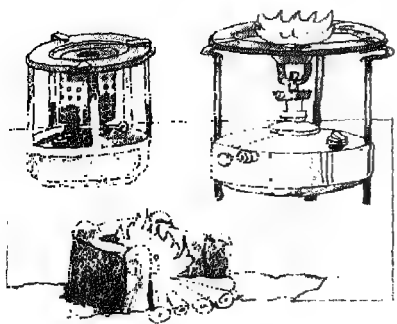
उस समय मनुष्य को आग जलाना नहीं आता था। वह जंगल में लगी आग का कुछ भाग जलाए रखने लगा। इसके लिए वह लकड़ी और घास-फूस का प्रयोग करता था।

इससे वह न केवल शिकार किए जानवरों को भूनता था बल्कि सरदी से अपना बचाव भी करता था।

आग के जलते रहने पर जंगली जानवर भी पास नहीं आते थे।

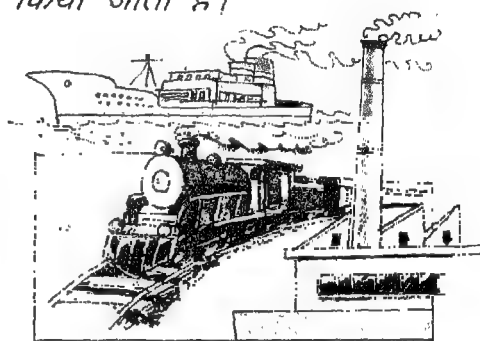
धीरे-धीरे शिकार करने के लिए मनुष्य ने पत्थरों से हथियार बनाना भी सीखा।

अचानक एक बार उसने देखा कि पत्थरों की आपस में रगड़ से चिनगारी निकली। उस चिनगारी से पास पड़ी सूखी पत्तियों में आग लग गई।

इस तरह उसने दो पत्थरों को रगड़कर आग जलाना सीख लिया (ये पत्थर खास तरह के होते हैं जिन्हें चकमक पत्थर कहते हैं)। अब वह जब चाहे आग जला सकता था और अपना खाना पका सकता था।

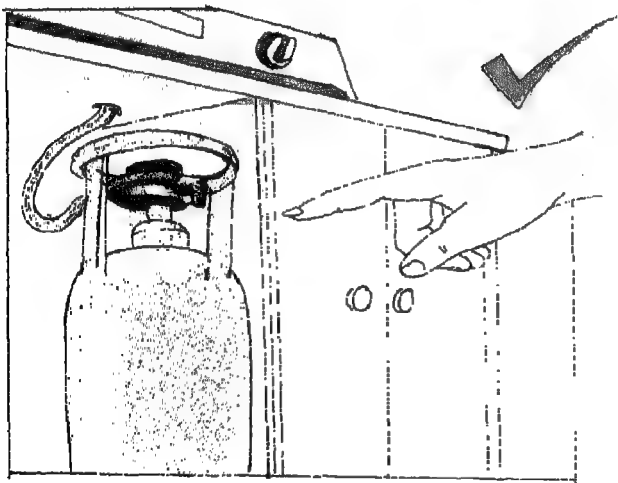
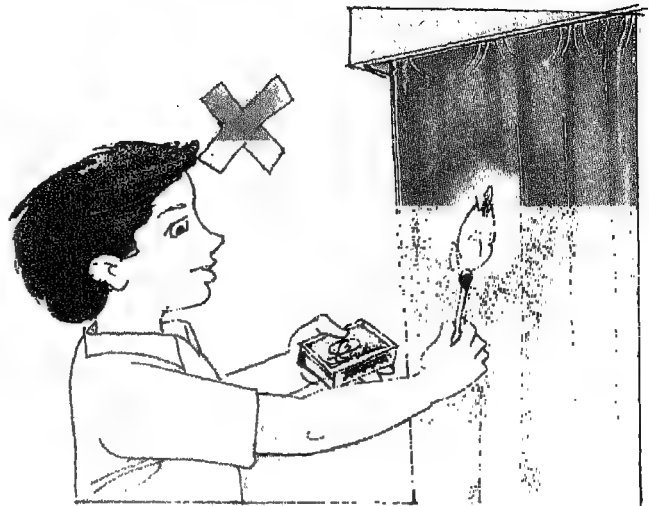
धीरे-धीरे खाना पकाने के साथ-साथ आग की सहायता से वह बहुत-से काम करने लगा। चाहे वह लोहे जैसी धातु को पिघलाना हो, या मकान बनाने के लिए ईंट पकाना हो।

शुरू में मनुष्य आग जलाने के लिए सिर्फ़ लकड़ी या घास-फूस का प्रयोग करता था। फिर उसने आग जलाए रखने के लिए कोयले का प्रयोग करना भी सीख लिया।

समय के साथ-साथ आग जलाने के तरीकों में भी परिवर्तन आता गया।

आजकल तो आग जलाने के लिए दियासलाई या लाइटर का प्रयोग किया जाता है।

लकड़ी, घास-फूस और कोयले के साथ-साथ आज तो आग जलाने के लिए प्राकृतिक गैस, गोबर गैस, मिट्टी का तेल आदि भी प्रयोग किए जाते हैं।

इसी तरह धीरे-धीरे मनुष्य ने इसे ऊर्जा पैदा करने का साधन भी बना लिया। अब तो चाहे रेल का इंजन चलाना हो, कारखानों में बड़ी-बड़ी मशीनें चलानी हो, आग मनुष्य का भरपूर साथ देती है।

वास्तव में आग की खोज मनुष्य जाति के लिए एक बहुत ही बड़ी उपलब्धि है।

आग हमारे लिए जितनी उपयोगी होती है, उतनी ही घातक भी हो सकती है। ज़रा सी असावधानी से यह हमारी जान भी ले सकती है। हमें इसका उपयोग करते समय कुछ बातों का विशेष ध्यान रखना जरूरी है, जैसे –

- माचिस को अपने शरीर से दूरी पर रखकर जलाएँ।
- आग से कभी न खेलें।
- जल्दी आग पकड़ने वाली चीज़ों के पास आग न जलाएँ, जैसे – नाइलोन के कपड़े, प्लास्टिक का सामान, पैट्रोल, मिट्टी का तेल, डीज़ल, आदि।

- प्रयोग के बाद गैस के सिलेंडर पर लगे रैगुलेटर को अवश्य बंद कर दें।

हमने क्या सीखा?

मौखिक

1. मनुष्य ने आग जलाना कैसे सीखा?
2. शुरू-शुरू में मनुष्य शिकार के लिए अपने हथियार किस चीज़ के बनाता था?
3. आग जलाते समय किन-किन बातों का ध्यान रखना चाहिए?
4. पटाखे क्यों नहीं जलाने चाहिएं?

लिखित

1. निम्न को सही क्रम में लिखिए :
   (i) लाइटर से आग जलाना ☐
   (ii) पत्थर से आग जलाना ☐
   (iii) दियासलाई से आग जलाना ☐
   (iv) आग से आग जलाकर रखना ☐
2. यदि आग न होती तो क्या होता?
3. दैनिक जीवन में आग के कोई तीन उपयोग लिखिए।
4. लकड़ी जलाने की कोई दो हानियाँ बताइए।
5. आग जलाते समय सावधान क्यों रहना चाहिए?
6. रेल का इंजन चलाने के लिए किन-किन चीज़ों द्वारा शक्ति पैदा की जाती है?

कुछ करने के लिए

- आग जलाने के विभिन्न साधनों के चित्र बनाइए।
- आग की कहानी अपने मित्र को सुनाइए।

पाठ 17

सिमटती दूरियाँ

हमारे पड़ोस में एक बरुआ परिवार रहता है। तीन बच्चों और माता-पिता का यह परिवार दो साल पहले असम राज्य से यहाँ आया था। पिता व्यापारी हैं और अपने काम के संबंध में अधिकतर शहर से बाहर जाते रहते हैं। तीनों बच्चे अभी पढ़ाई कर रहे हैं। सबसे छोटा लड़का तरुण मेरा परम मित्र है।

पिछले सप्ताह एक शाम अचानक तरुण की माँ बीमार हो गई। वह दर्द के मारे कराह रही थीं। तरुण की दीदी ने तुरंत डॉक्टर के घर टेलीफोन किया। परंतु उस समय डॉक्टर किसी मित्र के यहाँ गए हुए थे। दीदी ने उनकी बेटी से उनके मोबाइल फोन का नंबर लेकर उनसे बात की। पहुँचने पर डॉक्टर ने सलाह दी कि श्रीमती बरुआ को अस्पताल में दाखिल कर दिया जाए। शायद छोटा-सा आपरेशन करना पड़े।

बच्चे पहले तो थोड़ा घबराए। परंतु जल्दी से टेलीफोन की एस.टी.डी. *(सबस्कराईबर ट्रंक डाइलिंग)* सेवा द्वारा अपने पिता से बात की। दूसरे दिन सुबह आठ बजे तक श्री बरुआ हवाई जहाज़ द्वारा पहुँच गए।

इलाज के बाद कुछ ही दिनों में तरुण की माँ घर आ गई। सब बहुत खुश थे।

- डॉक्टर का समय पर आना, बरुआ जी का कुछ घंटों में ही घर पहुँचना कैसे संभव हुआ?
- यह सब नतीजा है – नए-नए वैज्ञानिक आविष्कारों का।

संचार के कुछ साधनों के द्वारा हम तत्काल आवश्यक संदेश कहीं भी पहुँचा सकते हैं। इसी तरह तेज़ चलने वाले यातायात के साधनों की सहायता से हम लंबी दूरी कुछ घंटों में ही तय कर लेते हैं।

हम संचार के कुछ साधनों के बारे में पहले ही जानते हैं। संचार के कुछ साधन व्यक्तिगत संदेशों के लिए होते हैं तो कुछ सामूहिक संदेशों के लिए। आइए, कुछ और भी इन साधनों के बारे में जानें।

अलग-अलग स्थानों पर रहने वाले लोग एक दूसरे को लिखित रूप में **पत्र** द्वारा संदेश भेज सकते हैं।

Bharat Sanchar Nigam Limited

ZCZC

CLASS | TIME | SL NO | Office of ORIGIN | DATE | WORDS

NAME

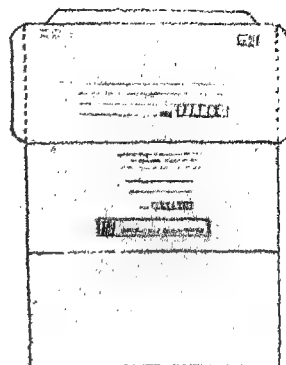
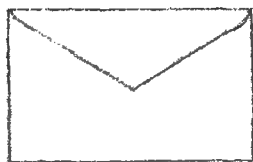
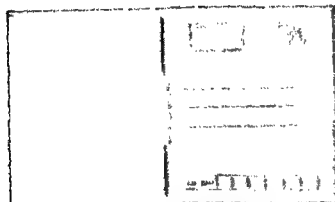
Address

DISTRICT

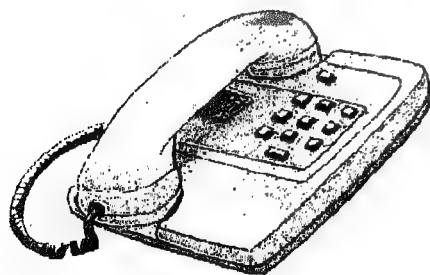
Telephone

TELEX NUMBER

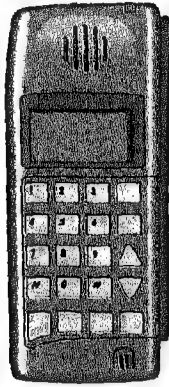
SENDERS NAME (TO BE TELEGRAPHED)

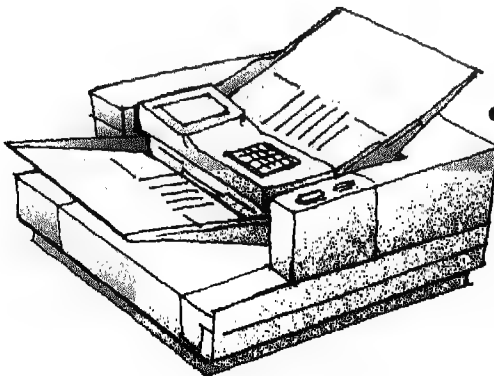
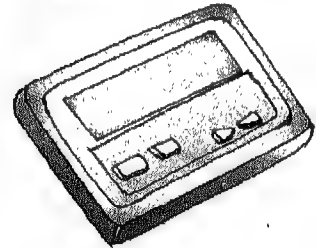
PLEASE FORWARD THE ABOVE TELEGRAM SUBJECT TO THE PROVISIONS OF THE INDIAN TELEGRAPH ACT RULES OVERLEAF

Address ________ Phone ________ Sender's Signature

- पत्र की अपेक्षा तार द्वारा संदेश शीघ्र भेजा जा सकता है। इसमें संदेश कुछ ही शब्दों में लिखा जाता है।

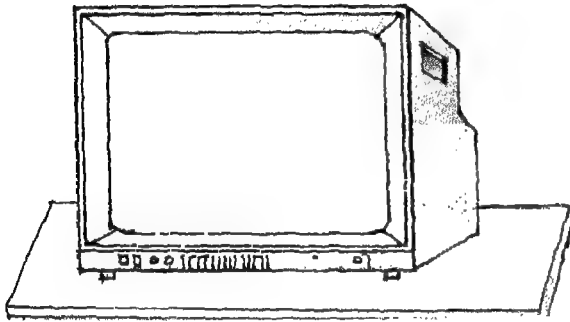
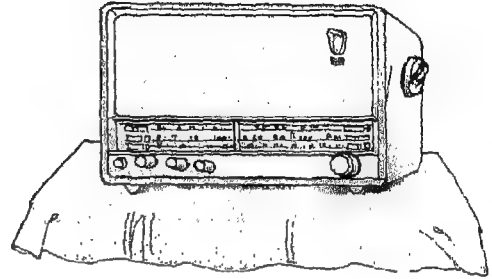
  लिखित संदेश एवं पार्सल को कोरियर द्वारा शीघ्र ही दूसरे स्थानों पर भेजा जा सकता है।

- **दूरभाष** द्वारा नंबर तत्काल मिलाकर किसी दूसरे व्यक्ति से बातचीत की जा सकती है।

- एस.टी.डी. की सुविधा द्‌वारा अपने देश के अन्दर ही विभिन्न शहरों अथवा जगहों पर रहने वाले लोगों से तत्काल बातचीत की जा सकती है। आई.एस.डी. (इन्टरनेशनल सबस्कराईबर डाइलिंग) की सुविधा द्‌वारा विदेशों में रहने वाले व्यक्तियों से तत्काल बातचीत की जा सकती है।

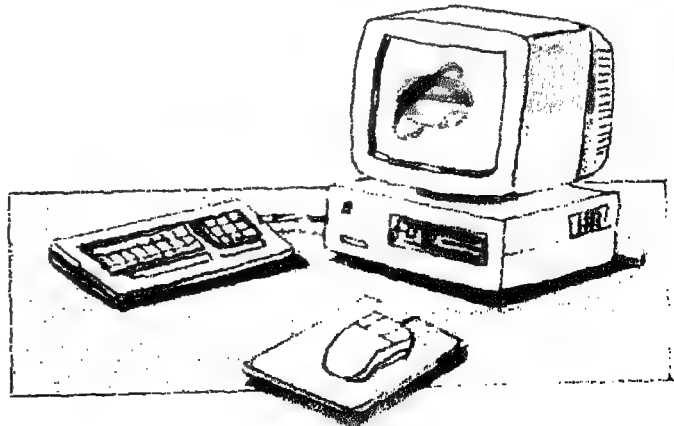
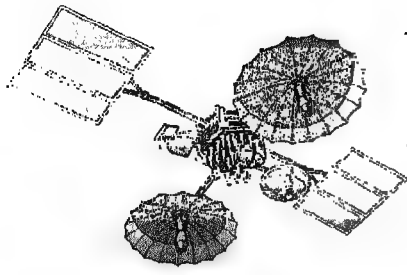
- **मोबाईल टेलीफोन**, जिसे व्यक्ति अपने साथ कहीं भी ले जा सकता है।

- **वायरलैस** पुलिस, सेना आदि में काम करने वाले लोगों के लिए अत्यंत उपयोगी संचार का साधन है।

- कोई भी व्यक्ति **पेजर** की सहायता से तत्काल लिखित संदेश प्राप्त कर सकता है।

- **फैक्स** भी एक प्रकार का संचार का साधन है। फैक्स मशीन को टेलीफोन के साथ जोड़ा जाता है। इस मशीन के द्‌वारा लिखित व मुद्रित सामग्री को किसी दूसरे स्थान पर तत्काल भेजा जा सकता है।

समाचार-पत्र द्‌वारा प्रतिदिन देश-विदेश की घटनाओं की ताज़ा खबर रोजाना सुबह हम तक पहुँच जाती हैं।

रेडियो समाचार, जानकारी एवं मनोरंजन का प्रभावशाली साधन है जिससे केवल सुना जा सकता है।

दूरदर्शन द्‌वारा लोग घर बैठे देश-विदेश की घटनाओं को देख सकते हैं और समाचार एवं मनोरंजन का भी लाभ उठा सकते हैं।

कंप्यूटर आधुनिक उपकरण है। इससे हम न केवल अपने देश के विभिन्न शहरों से बल्कि दुनिया के किसी भी देश से सूचना प्राप्त कर सकते हैं। इसमें इन्टरनेट व ई-मेल (इलेक्ट्रॉनिक मेल) की सहायता से हम आवश्यक और मनचाही सूचना प्राप्त कर सकते हैं। इसके द्‌वारा विश्व के किसी भी कोने में संदेश भेजा और प्राप्त किया जा सकता है।

आजकल संचार के अधिकतर आधुनिक साधन उपग्रह द्‌वारा संचालित होते हैं।

इन सभी संचार के साधनों से समय की बचत होती है।

यातायात के साधनों, जैसे रेलगाड़ी, बस, हवाई जहाज़, समुद्री जहाज़, नाव, कार आदि की सहायता से हम एक जगह से दूसरी जगह आ-जा सकते हैं। इनमें से हवाई जहाज़ द्वारा हम हजारों किलोमीटर की यात्रा कुछ ही घंटों में तय कर सकते हैं।

इस तरह, इन दोनों तरह के साधनों द्वारा मनुष्य ने मानो समय पर विजय प्राप्त कर ली है। इस तरह से भौगोलिक दूरियाँ भी सिमट गई हैं।

इसका प्रभाव हमारे एक-दूसरे तक पहुँचने तक ही सीमित नहीं, यह जीवन के अन्य क्षेत्रों को भी प्रभावित करता है, जैसे –

- किसी एक जगह पैदा होने वाली चीज़ों का जल्दी ही देश के विभिन्न भागों में पहुँचना।
- दुनिया भर में होने वाली बातों का घर बैठे पता चलना।
- प्राकृतिक विपदा, जैसे – भूकंप, बाढ़ या सूखे के समय सहायता पहुँचाना।
- देश की सुरक्षा संबंधी सीमा क्षेत्रों से खबरें प्राप्त करना।

देखा पहिए से शुरू हुए यातायात की कहानी आज हवाई जहाज़ ही नहीं राकेट और इनसैट तक भी पहुँच गई है। अब तो मनुष्य चाँद तक भी पहुँच गया है।

राकेश शर्मा अंतरिक्ष में पहुँचने वाले प्रथम भारतीय हैं। जब राकेश शर्मा अंतरिक्ष में थे तो तत्कालीन प्रधानमंत्री श्रीमती इंदिरा गांधी ने टेलीफोन पर उनसे पूछा कि अंतरिक्ष से हमारा देश भारत कैसा दिखता है? उनका उत्तर था – *सारे जहाँ से अच्छा*।
कल्पना चावला अंतरिक्ष में पहुँचने वाली प्रथम भारतीय महिला थी।

हमने क्या सीखा?

मौखिक

1. संचार के साधन किसे कहते हैं?
2. यदि संचार के साधन न होते तो क्या होता?
3. आपके शहर का एस.टी.डी. कोड क्या है?
4. डाकघर से संबंधित संचार के तीन साधनों के नाम बताइए।
5. एस.टी.डी. का विस्तृत नाम क्या है?

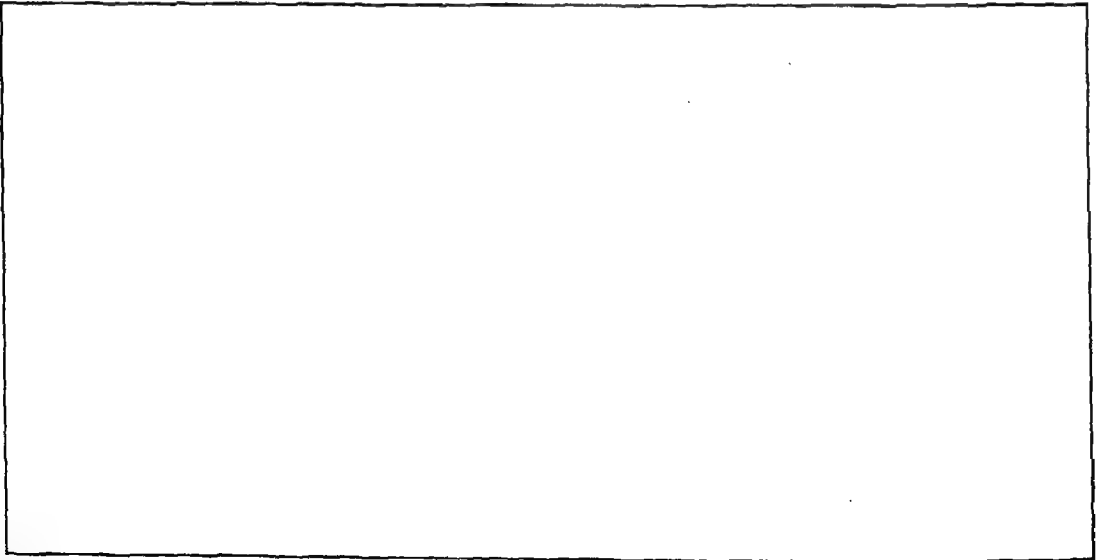
लिखित

1. एस.टी.डी. और आई.एस.डी. में क्या अंतर है?
2. फैक्स क्या होता है?
3. तार व पत्र में क्या अंतर है?
4. आकाशवाणी व दूरदर्शन में अंतर लिखिए।
5. हम कैसे कह सकते हैं कि आज दूरियाँ सिमट गई हैं?
6. यातायात के प्रमुख साधनों के नाम लिखिए।
7. रिक्त स्थान भरिए :
   (i) ई-मेल भेजना हो तो ————————— का प्रयोग होता है।
   (ii) क्रिकेट मैच का सीधा प्रसारण हम ————————— पर देख सकते हैं।
   (iii) हम हज़ारों किलोमीटर की यात्रा ————————— द्वारा कुछ घंटों में तय कर सकते हैं।
   (iv) टेलीफोन के द्वारा हम दूसरे व्यक्ति से ————— ————— कर सकते हैं।

8. मिलान कीजिए :

डाकघर	मनोरंजन
टेलीफोन	ई-मेल
कंप्यूटर	पत्र
दूरदर्शन	एस.टी.डी.

9. निम्न वाक्यों पर (✓) या (X) का निशान लगाइए।

(i) विदेश में बैठे व्यक्ति से आई.एस.डी. द्‌वारा तत्काल बात की जा सकती है। ☐

(ii) मोबाईल फोन द्‌वारा लिखित संदेश की प्रति प्राप्त की जा सकती है। ☐

(iii) मनीआर्डर द्‌वारा किसी दूसरे स्थान पर पैसे भेजे जा सकते हैं। ☐

(iv) एस.टी.डी. द्‌वारा देश के विभिन्न शहरों अथवा जगहों पर रहने वाले लोगों से बातचीत की जा सकती है। ☐

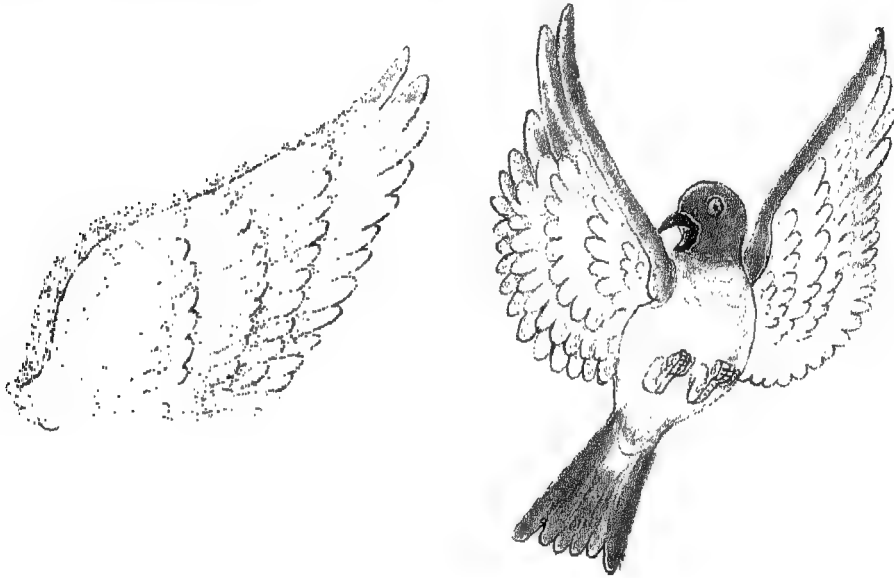
कुछ करने के लिए

☺ यातायात तथा संचार के विभिन्न साधनों के चित्र इकट्ठे कीजिए। उन्हें कॉपी में चिपकाइए और नीचे उनके बारे में दो-दो वाक्य भी लिखिए।

पाठ 18

राईट बंधु

मनुष्य ही एक ऐसा प्राणी है जिसमें कल्पना करने की शक्ति है। अपने पर्यावरण के अवलोकन तथा उसके साथ संपर्क से उसने बहुत से आविष्कार किए हैं। आज भी अपनी सूझ-बूझ से वह नई-नई खोजें कर रहा है।

ऐसा ही एक आविष्कार है – वायुयान (हवाई जहाज़) का।

पक्षियों को हवा में उड़ते देख कर कुछ व्यक्तियों के मन में ऐसा विचार आया होगा कि पंखों की सहायता से ही किसी भी चीज़ को हवा में उड़ाया जा सकता है।

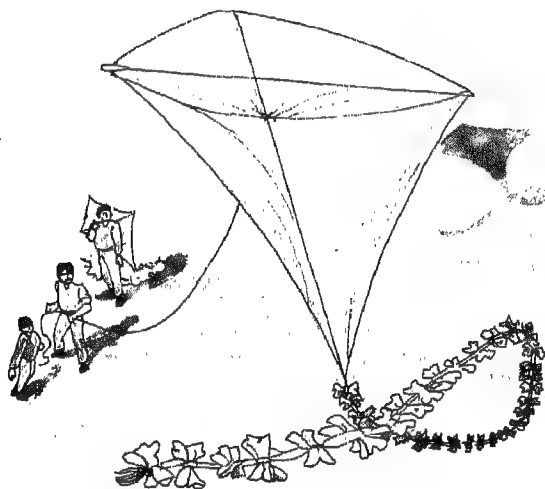
कुछ प्रयास किए गए पर ज़्यादा सफलता नहीं मिली। परंतु प्रयास जारी रहे।

धीरे-धीरे मनुष्य ने वायुयान का आविष्कार कर ही लिया। इसकी सहायता से आज मनुष्य हज़ारों किलोमीटर की यात्रा कुछ ही घंटों में तय कर सकता है।

जानते हो, वायुयान हमें किसकी देन है?

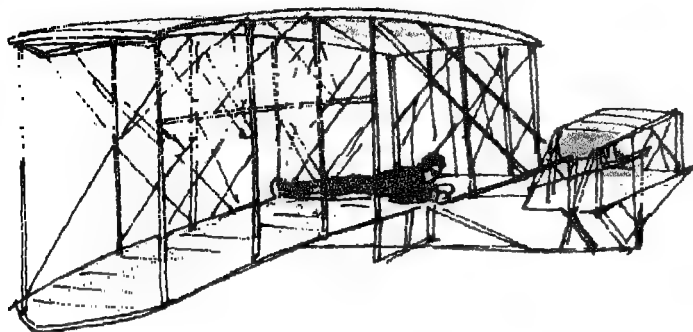
बहुत लंबे समय तक प्रयास करके वायुयान को आज के इस रूप में लाने का श्रेय दो भाईयों को है। इनके नाम हैं – **विल्बर राईट** और **ओरविल राईट**। आइए, आज हम इनके बारे में कुछ बातें जानें।

विल्बर राईट का जन्म 16 अप्रेल, 1867 को हुआ था। उनके छोटे भाई ओरविल का जन्म 19 अगस्त, 1871 को हुआ। वे अमेरिका में डेटन के निवासी थे।

जिस समय विल्बर की आयु 11 वर्ष और ओरविल की आयु 7 वर्ष थी, पहली बार उनके पिता उनके लिए एक खिलौना लाए जो उड़ने वाला था। यह खिलौना छत की उँचाई तक उड़ सकता था। यह खिलौना हलकी चीज़ों, जैसे – कागज़, बाँस की पतली डंडियों, कार्क आदि से बना था।

इस खिलौने में एक रबड़ की पट्टी भी थी। इसकी सहायता से खिलौने में लगा छोटा-सा पंखा चलता था। वह हेलिकॉप्टर की तरह हवा में उड़ता और कुछ देर बाद नीचे आ जाता था।

इसे देखकर तो मानों दोनों भाईयों की कल्पना को पंख लग गए हों। उन्हें वह खिलौना चमगादड़ की तरह उड़ने वाला लगता था। दोनों भाईयों ने उस खिलौने का नाम **चमगादड़** रख दिया।

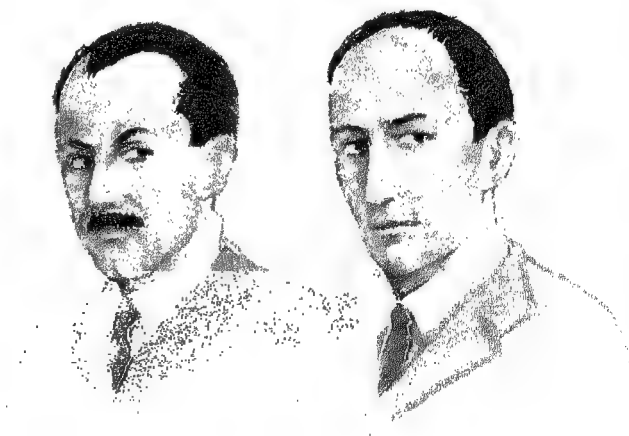
इन्हीं दिनों दोनों भाईयों को पतंग बनाने और उड़ाने का शौक भी पैदा हो गया। वे पतंग उड़ाते समय भी यही सोचा करते थे कि कोई चीज़ किस तरह से ऊपर उड़ सकती है।

एक बार विल्बर की नज़र दुकान में एक डिब्बे के किनारे पर पड़ी जो मुड़ा हुआ था और पंख जैसा दिखाई दे रहा था। उसे देखकर उसके मन में विचार आया, क्यों न किसी चीज़ को पंख का रूप दिया जाए, जिसकी उड़ान को रस्सी बाँधकर वायु में नियंत्रित किया जा सकता हो। बस, दोनों भाई इस काम में जुट गए। एक नमूना असफल होने पर वे उसे सुधारकर दूसरा नमूना बनाते। ऐसे प्रयास वे निरंतर करते रहे।

लगातार सात वर्षों के कठिन परिश्रम के बाद उनकी वह उड़न-मशीन तैयार हो सकी जो एक आदमी का बोझ उठा सकती थी। उनकी लगन और मेहनत के परिणामस्वरूप 1903 की गरमियों में एक ऐसा यान तैयार हुआ जो सफल उड़ान भर सकता था।

17 दिसंबर 1903 का वह ऐतिहासिक दिन था जब राईट बंधुओं ने हवाई जहाज़ में बैठकर अपना उड़ने का सपना पूरा किया। उनका यह वायुयान 37 मीटर की दूरी तक उड़ा और 12 सैकेंड हवा में रहा।

विल्बर राईट और ओरविल राईट के परिश्रम, लगन और निष्ठा के कारण हवाई उडानों के विकास के मार्ग खुल गए ।

राईट बंधुओं की इस वैज्ञानिक खोज को मनुष्य जाति कभी भुला नहीं पाएगी। उनके द्‌वारा उड़ाया गया मूल यान वाशिंगटन के नैशनल ऐयर एंड स्पेस म्यूज़ियम में रखा हुआ है।

यह विमान आज भी दुनिया के बच्चों को प्रेरणा देता है।

हमने क्या सीखा?

मौखिक

1. सोचो और बताओ यदि :
   - (i) हमारे पंख होते तो ——————
   - (ii) पक्षियों के पंख नहीं होते तो ——————
   - (iii) राईट बंधुओं के पिता उड़ने वाला खिलौना न लाए होते तो ——————
   - (iv) विल्बर की नज़र मुड़े हुए डिब्बे पर न पड़ती तो ——————

लिखित

1. आसमान में उड़ने वाली चार चीज़ों के नाम लिखिए।
2. राईट बंधुओं के पिता द्वारा लाए खिलौने की दो विशेषताएँ लिखिए।
3. शाम को आसमान की ओर देखिए और लिखिए कि आपने क्या-क्या देखा।
4. रिक्त स्थान भरिए :
   - (i) विल्बर का जन्म —————— अप्रेल —————— में हुआ था।
   - (ii) वे —————— के निवासी थे।
   - (iii) जिस समय ओरविल की आयु सात वर्ष की थी विल्बर —————— वर्ष के थे।
   - (iv) दोनों भाईयों ने पिता द्वारा लाए खिलौने का नाम —————— रखा।
   - (v) उनके द्वारा बनाया हवाई जहाज़ हवा में —————— सैकेंड रहा।

कुछ करने के लिए

- वायु में उड़ने वाले साधनों के चित्र इकट्ठे करें। उन्हें कॉपी में चिपकाइए। नीचे उनके नाम लिखिए।
- विल्बर एवं ओरविल की खोज़ की कहानी अपने घर में सुनाइए।
- इनके आविष्कारकों के नाम पता कीजिए :
  रेल इंजन, टेलीफोन, बल्ब, रेडियो

इकाई सात

अनेकता में एकता

अध्यापक के लिए संकेत

यह इकाई क्यों?

यह अपेक्षा की जाती है कि कक्षा चार के आखिरी सत्र तक पहुँचते-पहुँचते बच्चों को अपने आस-पास के पर्यावरण की विस्तृत जानकारी हो जाएगी। अब जरूरी है कि बच्चों की इस जानकारी को राज्य और देश तक बढ़ाया जाए। इस स्तर पर बच्चों के लिए इनकी अवधारणा को समझना तो कठिन है परंतु इनको समझने की तैयारी करना जरूरी है। इसके साथ-साथ भौगोलिक परिवेश तथा मौसम में विभिन्नताओं की लोगों के रहन-सहन तथा पहनावे पर प्रभाव की जानकारी देना भी जरूरी है। इस तरह इन धारणाओं को समझने की तैयारी के लिए राष्ट्रीय प्रतीक एवं चिह्न की जानकारी भी जरूरी है।

इस इकाई के शिक्षण-अधिगम के बाद यह अपेक्षा की जाती है कि बच्चे :

- देश की व्यापक विविधता के कारण और महत्त्व को समझेंगे।
- देश के मानचित्र को पहचानेंगे तथा उसमें अपने राज्य को ढूँढ़ सकेंगे।
- देश के राज्यों एवं केंद्र शासित प्रदेशों के नामों से अवगत होंगे।
- अपने पड़ोसी राज्यों तथा देश के पड़ोसी देशों के नामों से अवगत होंगे।
- देश की राजधानी दिल्ली के कुछ ऐतिहासिक तथा दार्शनिक स्थानों तथा उनसे जुड़े व्यक्तियों के नाम जानेंगे।
- देश के राष्ट्रीय प्रतीक एवं चिह्न के प्रति सम्मान की भावना विकसित करेंगे तथा उनसे जुड़े नियमों का पालन करेंगे।

इस इकाई में है क्या?

इस इकाई में तीन पाठ दिए गए हैं – **दिल्ली की सैर**, **जब मैं नानी के घर गया** और **हमारा देश भारत**। पाठ *दिल्ली की सैर* में चित्रों के माध्यम से कुछ राजनैतिक संस्थाओं के साथ-साथ सांस्कृतिक तथा ऐतिहासिक जानकारी भी दी गई है।

पाठ *जब मैं नानी के घर गया* में विषयवस्तु का प्रस्तुतीकरण एक रेल यात्रा को केंद्र बिंदु बनाकर किया गया है जिसमें एक बच्चा जो उत्तर भारत में रहता है अपनी नानी के घर, जो कि दक्षिण भारत में है, की यात्रा है। इस तरह बच्चे देश की विविधता का व्यावहारिक ज्ञान ले सकेंगे। पाठ *हमारा देश भारत,* का प्रस्तुतीकरण क्रियाकलाप पर आधारित है जिसमें बच्चे से मानचित्र के माध्यम से विभिन्न राज्यों तथा केंद्र शासित राज्यों के नाम बताए गए हैं। इसके साथ-साथ बच्चों को राष्ट्रीय प्रतीक एवं चिह्न की जानकारी भी दी गई है।

आपकी भूमिका क्या है?

- इस इकाई में कुछ राष्ट्रीय मूल्यों, जैसे – धर्म-निरपेक्षता, राष्ट्रीय-एकता, राष्ट्र-प्रेम तथा भाईचारे आदि को पाठों की विषयवस्तु में समेकित किया गया है। इसके साथ-साथ कुछ सांस्कृतिक झलकियाँ भी आप इन पाठों में पाएंगे। आपसे यह अपेक्षा की जाती है कि इन पाठों के शिक्षण के समय बच्चों को चर्चा, बातचीत एवं क्रियाओं में भाग लेने के लिए प्रोत्साहित करें।
- बच्चों द्वारा मूल्यों के पालन का समय-समय पर अवलोकन कीजिए।
- पाठों में दी गई जानकारी को आगे बढ़ाने के लिए बच्चों को प्रेरित कीजिए। जो बच्चे यह जानकारी रखते हैं उनसे कक्षा में चर्चा करवाएँ।
- पाठ *दिल्ली की सैर* के शिक्षण के समय पाठ में दिए गए चित्रों को बच्चों को अवश्य देखने के लिए कहें। चित्रों को देखकर उन पर बातचीत भी कीजिए। पाठ में बसंत ऋतु की बात की गई है। यदि बच्चे इससे संबंधित प्रश्न पूछें तो उन्हें उसके बारे में बताइए। इसी समय आप अन्य ऋतुओं के नाम भी उन्हें बता सकते हैं।
- पाठ में विषयवस्तु से जुड़ी कुछ क्रियाएँ दी गई हैं। उन्हें पाठ के शिक्षण के दौरान ही करवाइए। पाठ के अंत में *हमने क्या सीखा* भाग में कुछ क्रियाएँ करने का सुझाव भी दिया गया है। यह आवश्यक नहीं कि उन्हें पाठ के अंत में ही करवाएँ। जहाँ पर पाठ में उनका संदर्भ आए तभी उन्हें करवाएँ। ये क्रियाएँ नमूने के तौर पर दी गई हैं। आपको अपने वातावरण और परिस्थितियों के अनुकूल क्रियाएँ सोचनी और जुटानी होंगी।
- पाठ *दिल्ली की सैर* में *कुछ करने के लिए* भाग में एक क्रिया 'आओ खेल-खेल में करें दिल्ली की सैर' में पासे का प्रयोग होना है। यह किसी स्थानीय वस्तु से

बनाया जा सकता है या खरीदा जा सकता है। यह खेल आप एक बड़े गत्ते पर भी बना सकते हैं। इससे बच्चों के लिए खेलना आसान हो जाएगा।

सभी बच्चों को शिक्षण-अधिगम प्रक्रिया में जोड़ना जरूरी है। इसके लिए कक्षा में ही क्रियाएँ करवाइए। क्रियाओं का मूल्यांकन साथ में करना जरूरी है। इसके लिए भिन्न-भिन्न तरीकों का अपनाना जरूरी होगा। कभी-कभी आप बच्चों का स्वयं एवं उनके साथियों द्वारा मूल्यांकन करवा सकते हैं। इस प्रक्रिया से बच्चों में वैज्ञानिक प्रवृति विकसित होने के साथ स्वयं सीखने के कौशल भी विकसित होंगे।

पाठ 19

दिल्ली की सैर

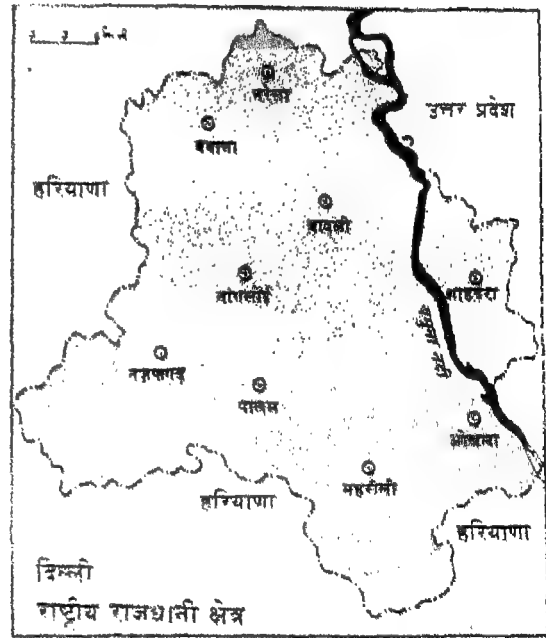
दिल्ली – यह नाम हम सबके लिए कितना जाना पहचाना-सा है ! हर दिन किसी-न-किसी संदर्भ में यह नाम सुनने को मिल ही जाता है। दूरदर्शन पर दिल्ली के दृश्य भी प्रायः देखने को मिल जाते हैं।

कितने स्थान हैं देखने लायक यहाँ!

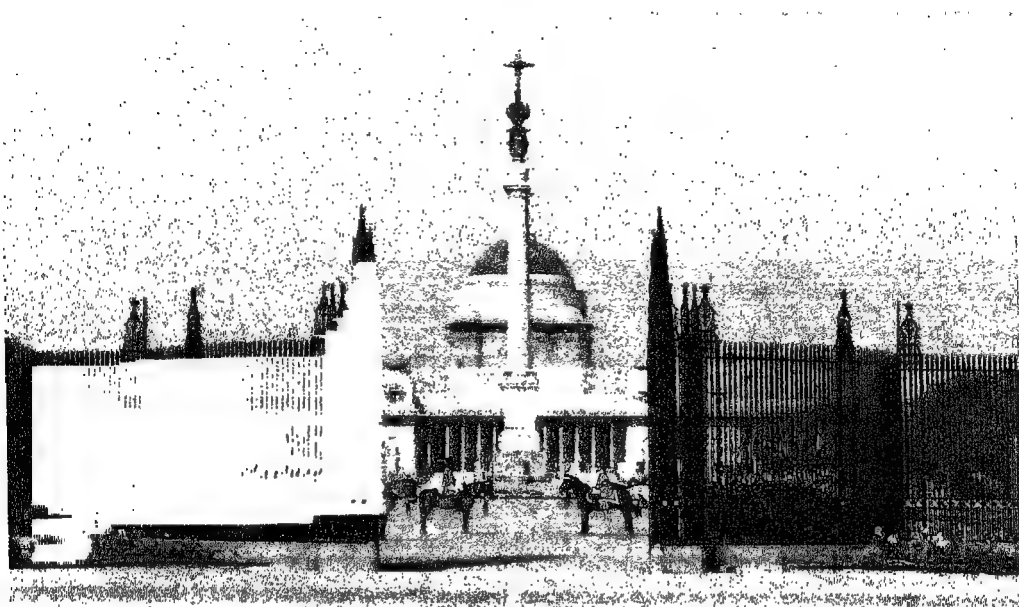
कितने ऊँचे-ऊँचे भवन हैं यहाँ!

यहाँ की चौड़ी सड़कें एवं बड़े-बड़े फ्लाई-ओवरों पर कितने ही वाहन दौड़ते दिखाई देते हैं।

बहुत दिनों से हमारी कक्षा के सभी बच्चे दिल्ली के बारे में जानने के लिए बहुत उत्सुक थे। आज हमारी अध्यापिका ने बहुत से चित्रों की सहायता से हमें दिल्ली की जानकारी दी। हमें तो ऐसा लग रहा था, जैसे हमने दिल्ली की सैर ही कर ली।

अध्यापिका ने बताया कि नई दिल्ली हमारे देश भारत की राजधानी है। भारत सरकार के मुख्य कार्यालय नई दिल्ली में ही हैं। राष्ट्रीय राजधानी क्षेत्र दिल्ली के सभी सरकारी कार्यालय भी यहीं हैं।

मानचित्र को देखिए। यमुना नदी इसके बीच से होकरं बहती है। हरियाणा और उत्तर प्रदेश राज्यों की सीमाएँ दिल्ली से लगी हैं।

दिल्ली एक सुंदर महानगर है। यहाँ बहुत से दर्शनीय स्थान हैं जिन्हें देखने के लिए अपने देश के ही नहीं बल्कि दूसरे देशों से भी लोग आते हैं। आइए, इनमें से कुछ के बारे में पता लगाएँ।

"यह चित्र किस भवन का है?", अध्यापिका ने पूछा।

कुछ बच्चे बोले, – "**राष्ट्रपति भवन**।"

हमारे देश के राष्ट्रपति इस भवन में निवास करते हैं।

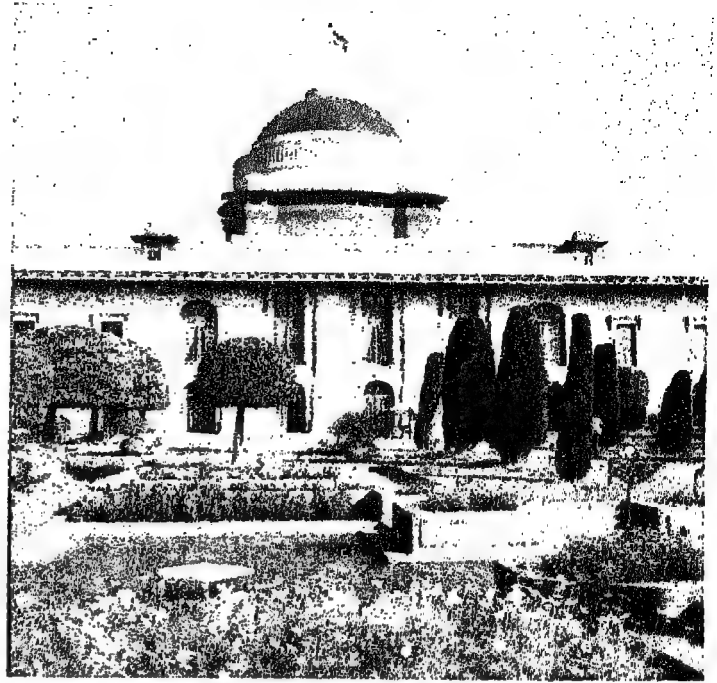
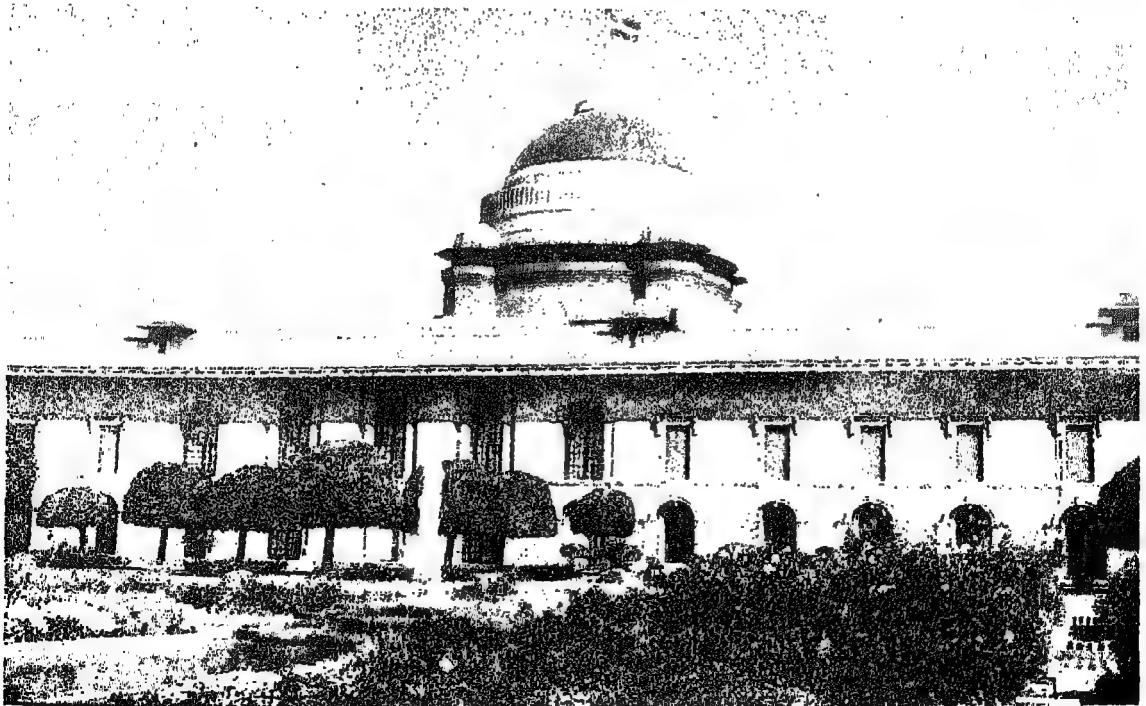
यह भवन बहुत विशाल है।

जानते हो, इसमें तीन सौ चालीस कमरे हैं।

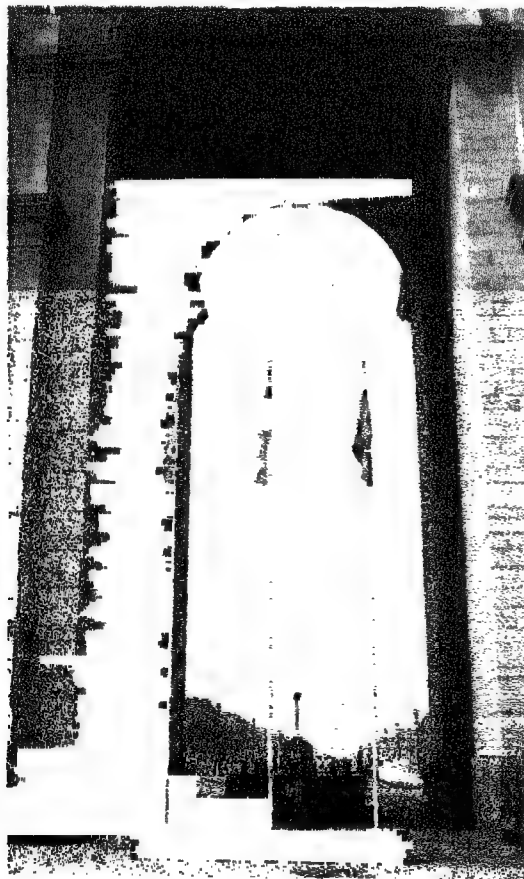
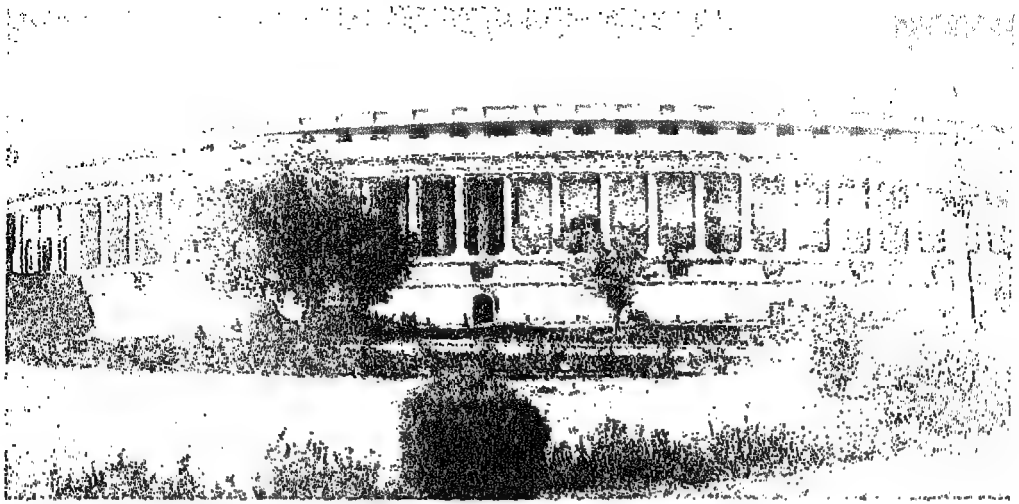
राष्ट्रपति भवन में एक सुंदर उद्यान है। इसे **मुगल गार्डन** के नाम से जाना जाता है। बसंत ऋतु में यहाँ बहुत से रंग-बिरंगे फूल खिलते हैं। उस समय तो इसकी

भारत के प्रथम राष्ट्रपति राजेंद्र प्रसाद थे।
भारत के वर्तमान राष्ट्रपति का क्या नाम है?

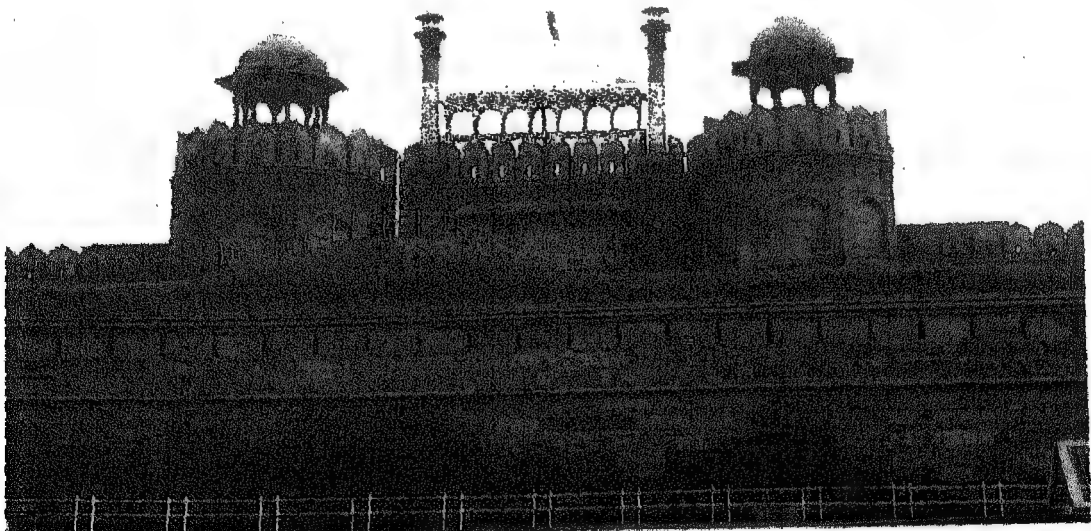
___

सुंदरता देखने योग्य होती है। फरवरी और मार्च में कुछ दिनों के लिए हम सब भी यहाँ जा सकते हैं और इसकी सुंदरता का आनंद ले सकते हैं। उन दिनों कभी-कभी तो कुछ लोगों को राष्ट्रपति से मिलने का अवसर भी मिल जाता है।

राष्ट्रपति भवन के साथ ही **केंद्रीय सचिवालय** है। इसी में भारत के प्रधानमंत्री का कार्यालय है।

1. भारत के पहले प्रधानमंत्री पंडित जवाहर लाल नेहरु थे। वे बच्चों से बहुत प्यार करते थे। इसलिए देश के सब बच्चे उन्हें **चाचा नेहरु** के नाम से जानते हैं।
2. हमारे वर्तमान प्रधानमंत्री का नाम है –

   ____

राष्ट्रपति भवन से बाहर आते समय सामने कुछ दूरी पर हमें **इंडिया गेट** दिखाई देता है। इंडिया गेट पर हमारे देश के शहीदों के नाम खुदे हुए हैं।

यहाँ पर हर समय ज्योति जलती रहती है। इसे **अमर जवान ज्योति** कहा जाता है। यह ज्योति देश के शहीदों की याद में जलती है। हर साल 26 जनवरी को गणतंत्र दिवस की परेड से पहले प्रधानमंत्री पूरे देश की ओर से यहाँ शहीदों को श्रद्धांजलि देते हैं।

यह है हमारे देश का **संसद भवन**।

इस भवन का आकार गोल है। बाहर से देखने में यह बहुत ही सुंदर लगता है। इसमें लोकसभा और राज्यसभा की बैठकें होती हैं। जानते हो, हमारे देश में लागू होने वाले सभी कानून यहीं बनाए जाते हैं।

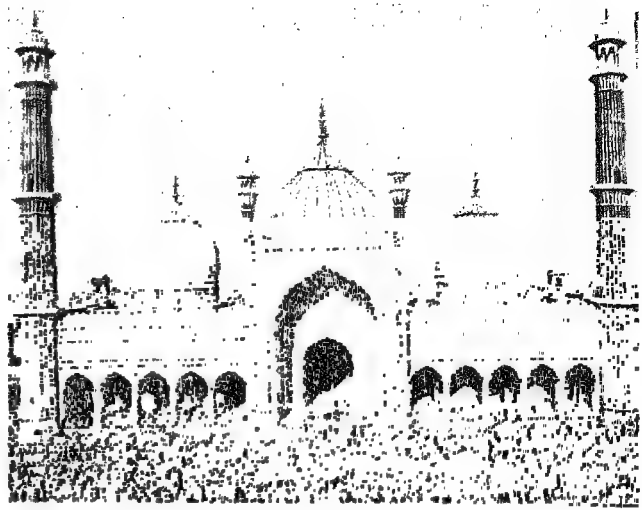
यह चित्र है **लाल किले** का। इस नाम से तो आप सब परिचित होंगे। यह किला लाल पत्थरों से बना है। इसे मुगल बादशाह शाहजहाँ ने बनवाया था।

प्रतिवर्ष एक राष्ट्रीय त्योहार पर हमारे प्रधानमंत्री यहाँ झंडा फहराते हैं ।

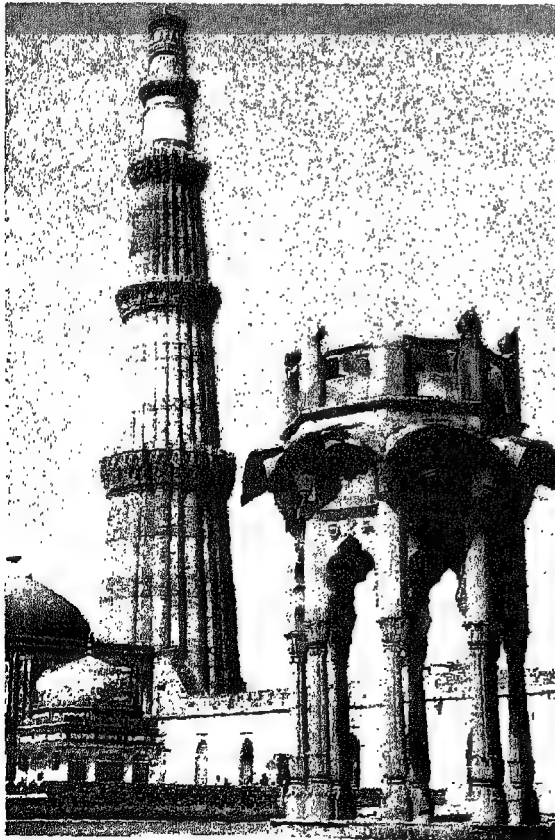
उस त्योहार का नाम क्या है?

हाँ, उस त्योहार का नाम स्वतंत्रता दिवस है।

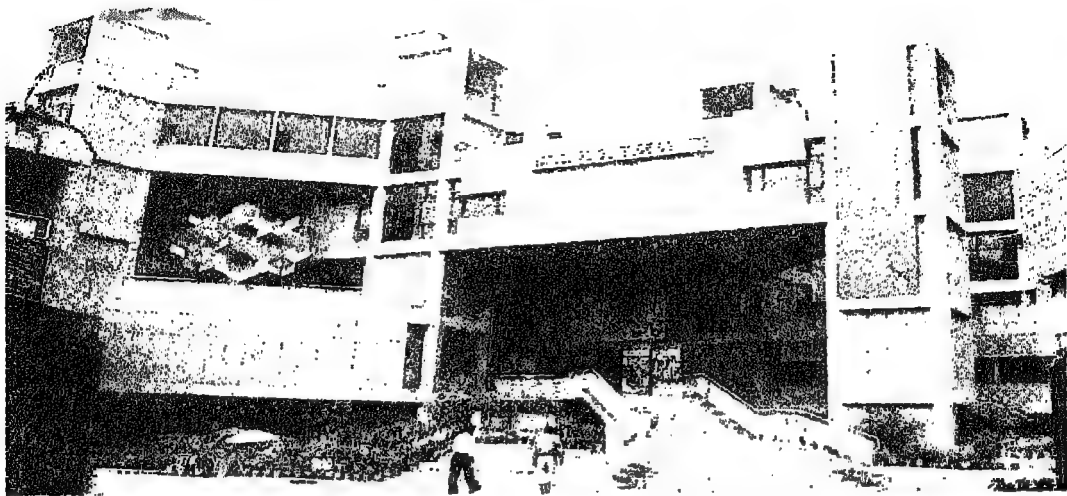
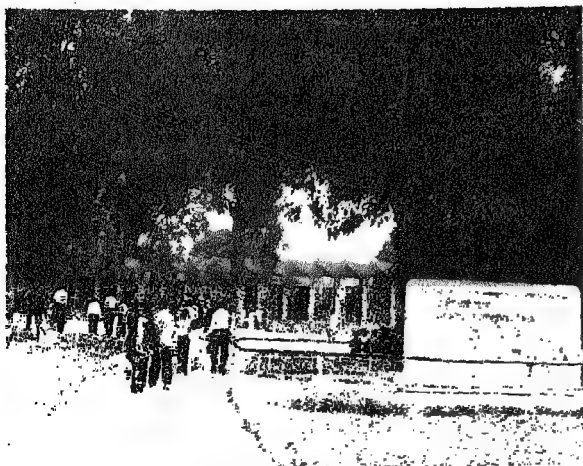
इसे हम 15 अगस्त के दिन मनाते हैं। 1947 में इसी दिन हमारा देश अंग्रेज़ी राज से मुक्त हुआ था।

इसी समय वेंकट बोल उठा कि उसने लाल किले को अंदर से देखा है।

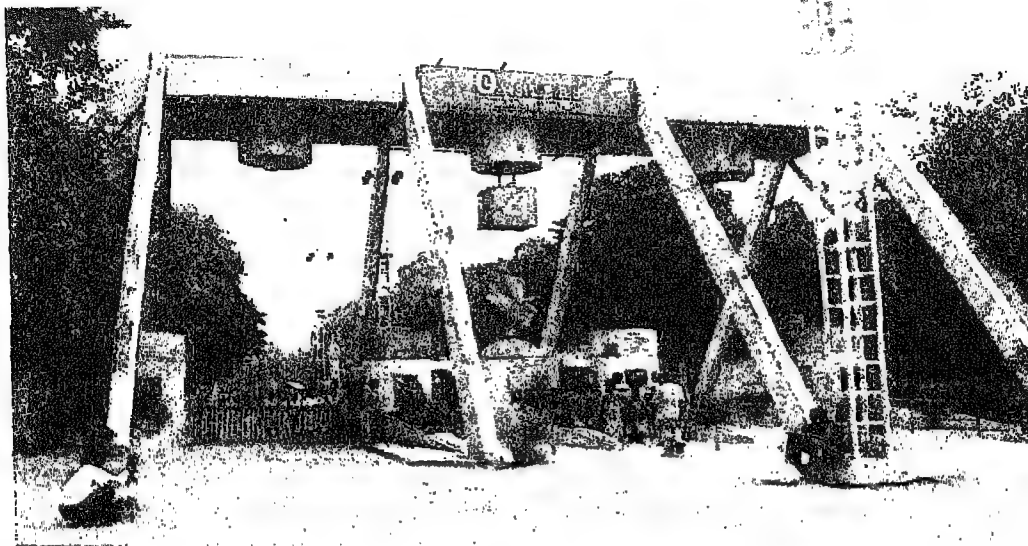
अध्यापिका ने उसे कहा कि दिल्ली की सैर के बाद वेंकट सबको अपनी लाल किले की सैर के बारे में बताएगा।

लाल किले के सामने ही **जामा मस्जिद** है। यहाँ लोग नमाज़ अदा करते हैं।

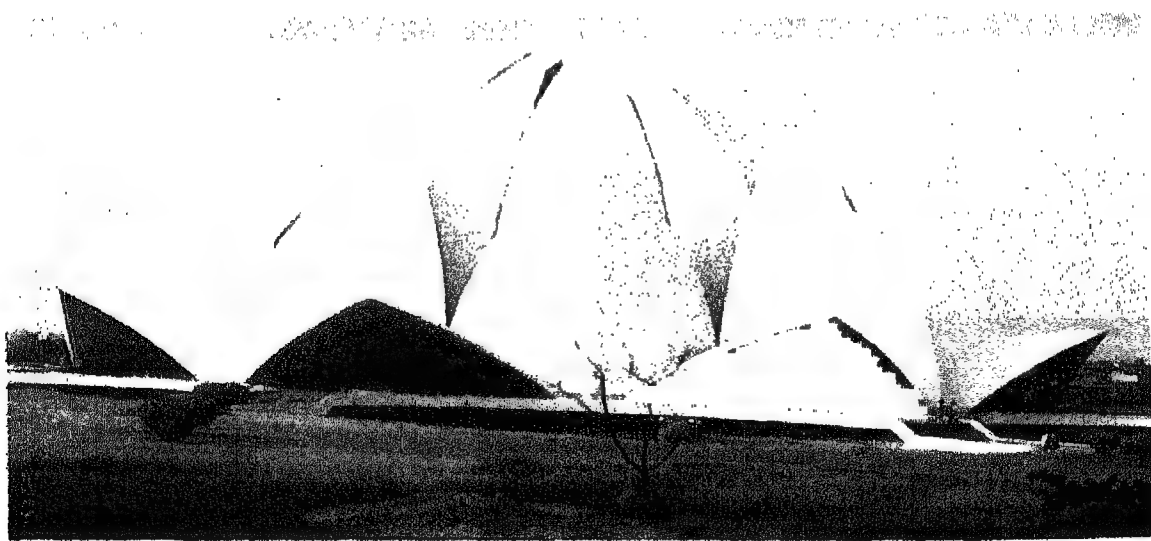
यह चित्र है **कुतुब मीनार** का। यह दिल्ली के दक्षिणी भाग में स्थित है। इसे सुलतान कुतुबुद्दीन ऐबक ने बनवाया था। उस समय की यह सबसे ऊँची इमारत थी।

कुतुब मीनार के पास ही सैकड़ों वर्ष पुराना एक **लौह स्तंभ** भी है। इसमें आज तक कभी ज़ंग नहीं लगा।

अन्य इमारतों में हुमायूँ का मकबरा, पुराना किला आदि प्रसिद्ध हैं।

दिल्ली में बच्चों के लिए भी बहुत से स्थान हैं। यह स्थान न सिर्फ देखने योग्य हैं बल्कि बच्चे इनसे बहुत-सी बातें सीख सकते हैं। इनमें से कुछ हैं :

राष्ट्रीय विज्ञान केंद्र

चिड़ियाघर

नेहरु तारा मंडल

बिजली से चलने वाले झूलों वाला अप्पू घर बच्चों को बहुत ही अच्छा लगता है।

अप्पू घर

यह है दिल्ली का एक और दर्शनीय स्थान – **बहाई मंदिर**। यह सफ़ेद संगमरमर का बना है। इसकी आकृति कमल के फूल जैसी है। इसे लोटस टेंपल भी कहा जाता है। इसकी सुंदरता भी देखने योग्य है।

बहाई मंदिर

कुछ अन्य दर्शनीय स्थान हैं – बिड़ला मंदिर, गुरुद्वारा शीशगंज, छतरपुर मंदिर, आदि।

क्या आप पहचान सकते हैं यह चित्र?

राजघाट

हाँ, यह है **राजघाट**। यह भी दिल्ली में ही है। यह हमारे राष्ट्रपिता महात्मा गांधी की समाधि है।

हम सब इनको प्यार से **बापू** कहते हैं। गांधी जी ने देश सेवा के लिए अपना जीवन समर्पित कर दिया था। सब भारतवासी उनका बहुत सम्मान करते हैं। दूसरे देशों से आने वाले अतिथि भी राजघाट पर गांधी जी को श्रद्धांजलि देने जाते हैं।

दिल्ली में अब तो और भी बहुत से नए भवन और दर्शनीय स्थल बनते जा रहे हैं। दिल्ली अपनी सुंदरता के लिए जानी जाती है।

यहाँ देश के सभी भागों से लोग आकर बस गए हैं। इसलिए इसे **लघु भारत** भी कहा जाता है।

हमने क्या सीखा?

मौखिक

1. दिल्ली के बीच से बहने वाली नदी का क्या नाम है?
2. आप अपने विद्यालय में स्वतंत्रता दिवस कैसे मनाते हैं?
3. स्वतंत्रता दिवस पर प्रधानमंत्री झंडा कहाँ फहराते हैं?

लिखित

1. अपने देश का नाम लिखिए। इसकी राजधानी का भी नाम लिखिए।
2. सही शब्द चुनकर खाली स्थान भरिए :

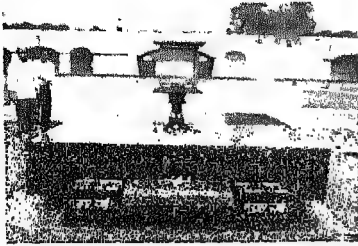
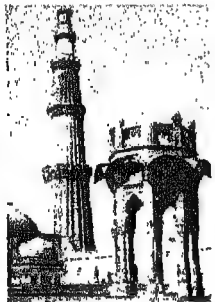
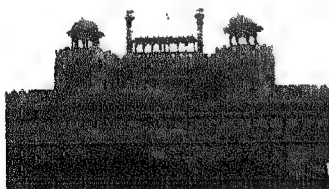
   लोटस टेंपल, कुतबुद्दीन ऐबक, इंडिया गेट

   (i) बहाई मंदिर को ———— ———— भी कहते हैं।

   (ii) कुतुब मीनार ———— ———— ने बनवाई थी।

   (iii) गणतन्त्र दिवस पर प्रधानमंत्री ———— ———— पर शहीदों को श्रद्धांजलि देते हैं।
3. 14 नवंबर का दिन बच्चों को क्यों अच्छा लगता है?
4. दिल्ली की सैर के समय आपको कौन-सा स्थान सबसे अच्छा लगा? ऐसा आपको क्यों लगा? लिखिए।
5. सड़कों पर वाहनों की भीड़ से लोगों के स्वास्थ्य पर क्या प्रभाव पड़ता है?

कुछ करने के लिए

- अपनी अध्यापिका और अपने माता-पिता से अपने क्षेत्र के दर्शनीय स्थानों के नाम पता कीजिए। उनके नाम अपनी कॉपी में लिखिए।
- दिल्ली के विभिन्न दर्शनीय स्थलों के चित्र एकत्रित कर एक एलबम तैयार कीजिए।

☺ खेल खेल में *आओ करें दिल्ली की सैर को अपने साथियों के साथ खेलिए।*

खेल के नियम :

- इस खेल को दो छात्र/छात्रा खेल सकते हैं।
- पासा फेंकने पर जिसके *एक* आएगा वह खेल शुरू करेगा।
- हर खंड में पहुँचने पर चित्र के अनुसार उस स्थान की एक विशेषता बतानी है।
- यदि छात्र/छात्रा ने विशेषता बता दी तो उसे एक मौका और मिलेगा। यदि वह विशेषता न बता पाए तो दूसरा खिलाड़ी अपनी बारी चलेगा।
- खाली खंड में पहुँचने पर वहीं रुकना पड़ेगा (दोबारा मौका नहीं मिलेगा)।
- जो पहला चक्र पूरा करेगा, वह विजेता होगा।

आओ अब खेल खेलते हैं :

1	5	9 रुके रहिए
2	6	10
3	7 रुके रहिए	11
4	8	12 हो गई सैर

पाठ 20

जब मैं नानी के घर गया

नानी का घर! कितना अच्छा लगता है सुनकर।

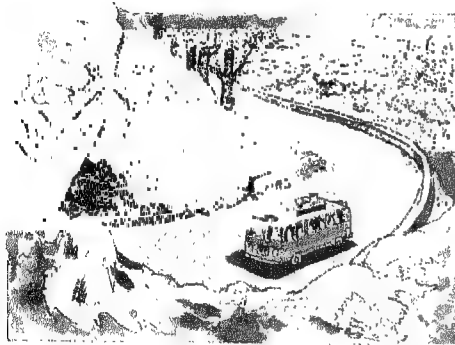
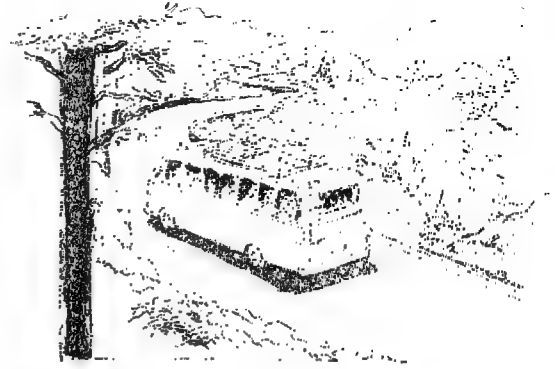
मेरी नानी कन्याकुमारी में रहती हैं।

मेरे पिताजी फ़ौज में हैं। उनकी बदली देश के भिन्न-भिन्न भागों में होती रहती है। इसलिए हमारा परिवार उनके साथ एक जगह से दूसरी जगह घूमता रहता है। आजकल हम जम्मू-कश्मीर राज्य के श्रीनगर शहर में रहते हैं। आजकल मेरे पिता जी यहीं पर कार्यरत हैं।

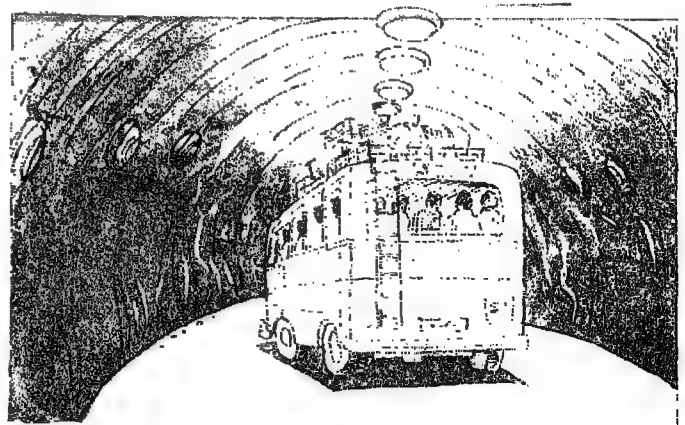
इस साल दशहरे की छुट्टियों में हमारा सारा परिवार कन्याकुमारी में मेरी नानी के घर गया। बहुत पहले से नानी ने चिट्ठी द्वारा और फिर टेलीफोन द्वारा हमें आने के लिए कहा था। मेरी दीदी श्रीलता और मैं तो बहुत ही खुश थे। बहुत सालों

से हम अपने नाना-नानी, मामा-मामी और उनके बच्चों से नहीं मिले थे। मेरे पिताजी ने पहले से ही जम्मू से कन्याकुमारी तक रेल की चार सीटें आरक्षित करवा ली थीं।

हमने अपनी ज़रूरत की चीज़ें दो दिन पहले ही बाँध ली थीं। माँ ने तो रास्ते में खाने के लिए बहुत-सा सामान तैयार कर लिया था। चार दिन जो लगने थे पहुँचने में !

निश्चित दिन हम सुबह ही बस में बैठकर चल दिए जम्मू की ओर। हवा में कुछ ठंडक थी। सबने हलके गरम कपड़े पहन रखे थे। खिड़की में से दूर-दूर तक पहाड़-ही-पहाड़ दिखाई दे रहे थे। उनकी ऊँचाई तो मानो

आकाश को छू रही थी। पहाड़ों पर चीड़ और देवदार के ऊँचे-ऊँचे पेड़ भी दिखाई दे रहे थे। कुछ पहाड़ों की ढलानों पर सीढ़ीदार खेत दिखाई पड़ रहे थे। कहीं-कहीं भेड़-बकरियाँ चर रही थीं। रास्ते में कई जगह पहाड़ों की ऊँचाई से पानी छोटे-छोटे झरनों से नीचे गिर रहा था।

बस घुमावदार पहाड़ी रास्तों पर भागती जा रही थी और हम पहुँच गए जवाहर सुरंग के सामने।

दूर से तो ऐसा लग रहा था कि सुरंग के अंदर बहुत अँधेरा होगा। डर के मारे मैंने अपनी दीदी का हाथ भी पकड़ रखा था।

पर जब हमारी बस सुरंग के अंदर चलने लगी तो वहाँ का दृश्य दिल को छू लेने वाला था। सुरंग की छत पर जमी बरफ़ बिजली के बल्बों के प्रकाश में सोने की तरह चमक रही थी। यह नज़ारा तो मैं और मेरी दीदी जीवन में कभी नहीं भूलेंगे।

जम्मू कश्मीर राज्य की गरमियों की राजधानी का नाम क्या है?

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शाम तक हम पहुँच गए जम्मू।

जम्मू इस राज्य की सरदियों की राजधानी है। यह शहर झेलम नदी के किनारे, मैदानी भाग में बसा है। जम्मू में मौसम अभी कुछ गरम था।

शाम को हम कन्याकुमारी जाने के लिए रेलगाड़ी में बैठ गए। हमारे डिब्बे में बहुत से और लोग भी चढ़े। हमारे सामने वाली सीट पर एक वृद्ध पति-पत्नी बैठे थे। पति ने धोती-कुरता पहन रखा था और पत्नी ने सीधे पल्लू की साड़ी। वे आपस में बातचीत

कर रहे थे। पर हमें उनकी भाषा कुछ भिन्न-सी लगी। जब मैंने प्रश्न भरी आँखों से पिताजी की ओर देखा तो वे लोग समझ गए। वे बोले कि वे गुजराती भाषा में बातें कर रहे हैं। उन्होंने बताया कि वे कश्मीर घूमने आए थे।

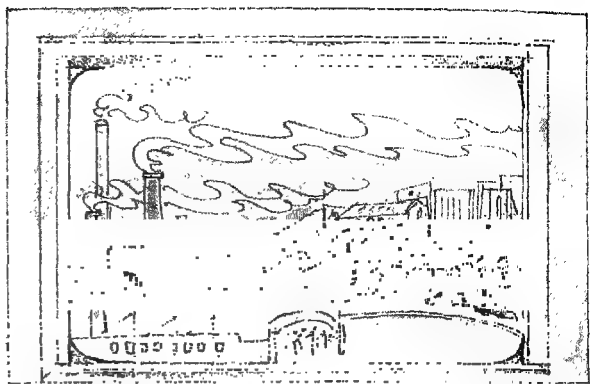
अब तक रात काफ़ी हो गई थी। रात का खाना खाकर हम सब सो गए।

जब सुबह आँख खुली तो गाड़ी पंजाब के लुधियाना शहर से निकल रही थी। खिड़की से हमें कुछ कारखाने

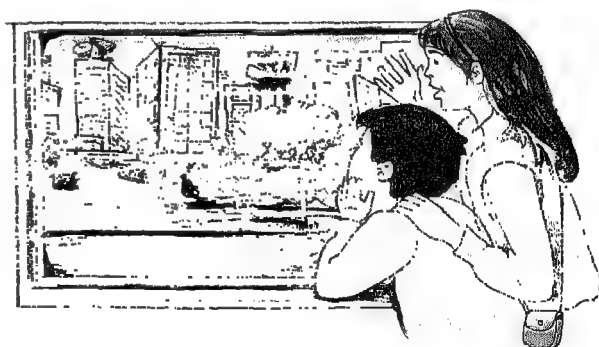
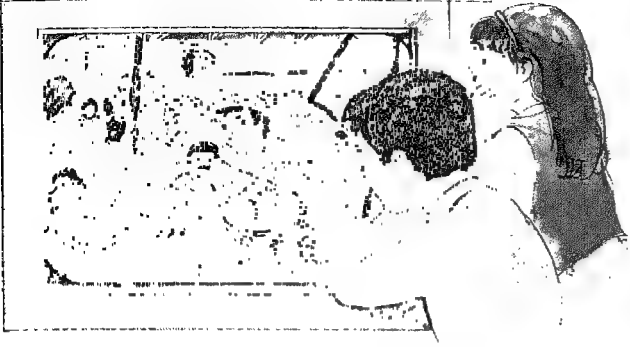
दिखाई दे रहे थे। कुछ चिमनियों से धुआँ निकलता भी दिखाई दे रहा था।

दीदी ने माँ से पूछा कि इन कारखानों में क्या बनाया जाता है।

माँ ने बताया कि लुधियाना स्वैटर, शॉल, मोज़े, बनियान, तौलिए, बनाने के लिए दुनिया भर में जाना जाता है। यहाँ से यह सामान विदेशों में भी भेजा जाता है।

पंजाब राज्य के कुछ भागों में से होती हुई हमारी गाड़ी हरियाणा राज्य में पहुँची। रास्ते में यहाँ का एक बड़ा स्टेशन रोहतक जॅक्शन आया। **जॅक्शन** शब्द मेरे लिए नया था। मेरे पूछने पर पिता जी ने बताया जिस स्टेशन पर कई ओर से रेलगाड़ियाँ आती और जाती हैं उसे 'जॅक्शन स्टेशन' कहा जाता है।

रोहतक स्टेशन पर भी बहुत से स्त्री-पुरुष पंजाब में रहने वालों की तरह कपड़े पहने हुए थे। स्त्रियों ने सलवार-कमीज़ और पुरुषों ने पैंट-कमीज़ या पाजामा-कुरता और पगड़ी पहन रखी थी। हरियाणा की कुछ महिलाओं ने घाघरा और लंबी कुरती भी पहनी हुई थीं। प्लेटफार्म पर खोए (मावे) की मिठाई भी बिक रही थी। यह मिठाई हमें खाने में बहुत स्वादिष्ट लगी।

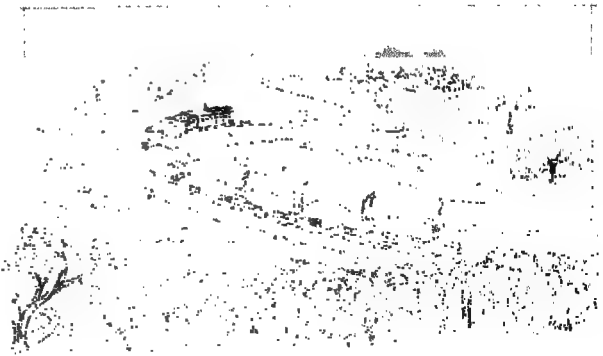
दोपहर होते-होते हम अपने देश की राजधानी नई दिल्ली के स्टेशन पर थे। कितना गर्व है हमें, अपने देश की राजधानी पर!

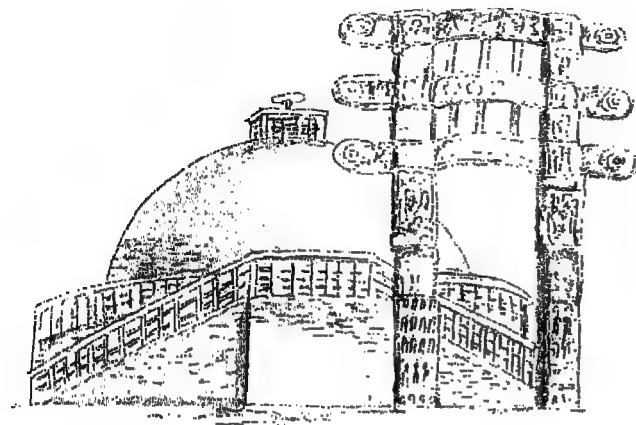
स्टेशन पहुँचने से पहले बहुत से ऊँचे-ऊँचे भवन देखने को मिले। कितनी भीड़ रहती है यहाँ की सड़कों पर!

प्लेटफार्म पर हमने दिल्ली के दर्शनीय स्थानों के पोस्टकार्ड खरीदे। इन कार्डों द्वारा कन्याकुमारी पहुँचने पर हमने अपने मामा के बच्चों को भी दिल्ली की सैर करवा दी थी।

नई दिल्ली स्टेशन पर करीब एक घंटा रुकने के बाद हमारी गाड़ी चल दी, आगरा की ओर। हमारे सामने वाली सीट पर एक मराठी दंपती अपने एक छोटे-से बच्चे के साथ बैठे थे। मराठी महिला ने अलग ढंग से साड़ी पहन रखी थी। बातों-बातों में उन्होंने बताया कि ऐसी साड़ी की लंबाई नौ मीटर होती है।

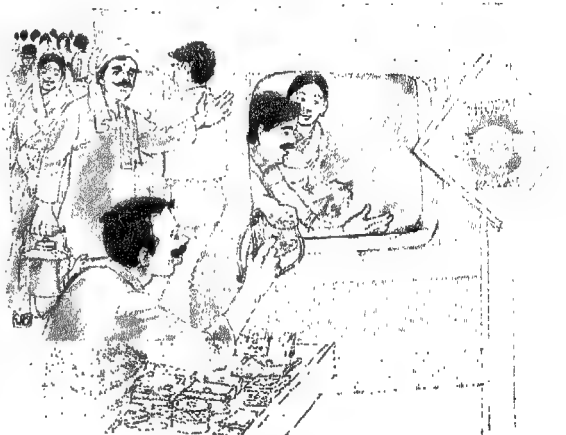
मथुरा से होती हुई गाड़ी आगरा कैंट पहुँची। दीदी ने याद दिलाया कि ताज़महल तो आगरा में ही है। गाड़ी की दोनों ओर की खिड़कियों से हमने झाँक-झाँक कर देखा कि शायद ताजमहल की एक झलक मिल जाए। पर बेकार। ताजमहल तो रेल लाइन से बहुत दूर है।

आगरा प्लेटफार्म पर संगमरमर पत्थर से बने ताज़महल के मॉडल मिल रहे थे। ताज़महल को देखने की दीदी और मेरी उत्सुकता को देखते हुए पिताजी गाड़ी से उतरे और ताजमहल का एक मॉडल खरीद लाए। खाने के लिए आगरे का पेठा और दालमोठ भी खरीदी।

शहर से निकल कर गाड़ी भागती जा रही थी अपनी मंजिल की ओर। दोनों तरफ ईख के खेत दिखाई दे रहे थे। उत्तर प्रदेश में ईख की पैदावार बहुत होती है न।

कुछ समय के बाद हम एक और राज्य में दाखिल हुए। इसका नाम है मध्य प्रदेश।

ग्वालियर, झाँसी होते हुए हमारी गाड़ी जा रही थी आगे की ओर। झाँसी (जो उत्तर प्रदेश का भाग है) का नाम पढ़ते ही दीदी ने मुझे झाँसी की रानी की कहानी याद दिलाई।

कितनी बहादुर थी झाँसी की रानी! मैंने दीदी से फिर से वह कहानी सुनाने को कहा। कहानी सुनने के बाद मुझे तो नींद आ गई। यह दूसरी रात थी हमारी यात्रा की।

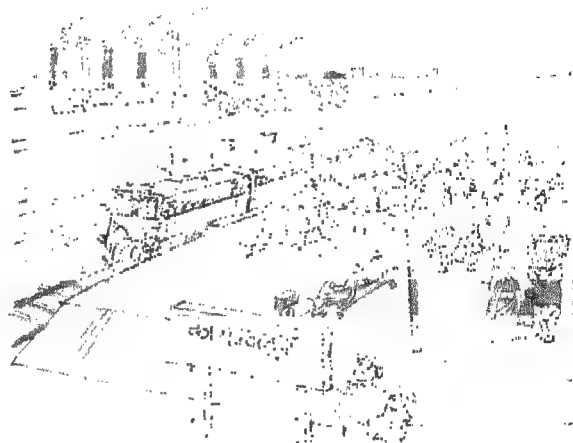
रात होने के कारण साँची के बौद्ध स्तूप हम नहीं देख पाए। भोपाल जो मध्य प्रदेश की राजधानी है, वह भी रात में ही निकल गया। पर मेरी माताजी ने भोपाल से मखमल पर मोती और सितारों से जड़ा पर्स खरीद लिया था। यह पर्स देखने में बहुत सुंदर है।

सुबह होते-होते हम महाराष्ट्र राज्य में पहुँच गए थे। इस राज्य का एक बड़ा शहर नागपुर हमारे रास्ते में पड़ा। नागपुर

प्लेटफार्म पर संतरे ही संतरे नज़र आ रहे थे। हमने भी इनकी एक टोकरी खरीदी। शहर से बाहर निकलते ही हम दूर तक संतरों के पेड़ भी देख सकते थे। अब काफी गरमी लगने लगी थी।

इसके कुछ घंटों बाद शुरू हुआ एक और राज्य – आंध्र प्रदेश। इसकी राजधानी हैदराबाद सूचना प्रौद्योगिकी का गढ़ है। यहाँ की *चार मीनार* और *सालारजंग म्यूज़ियम* बहुत प्रसिद्ध हैं। गाड़ी आंध्र प्रदेश के वारंगल शहर से होती बढ़ती जा रही थी।

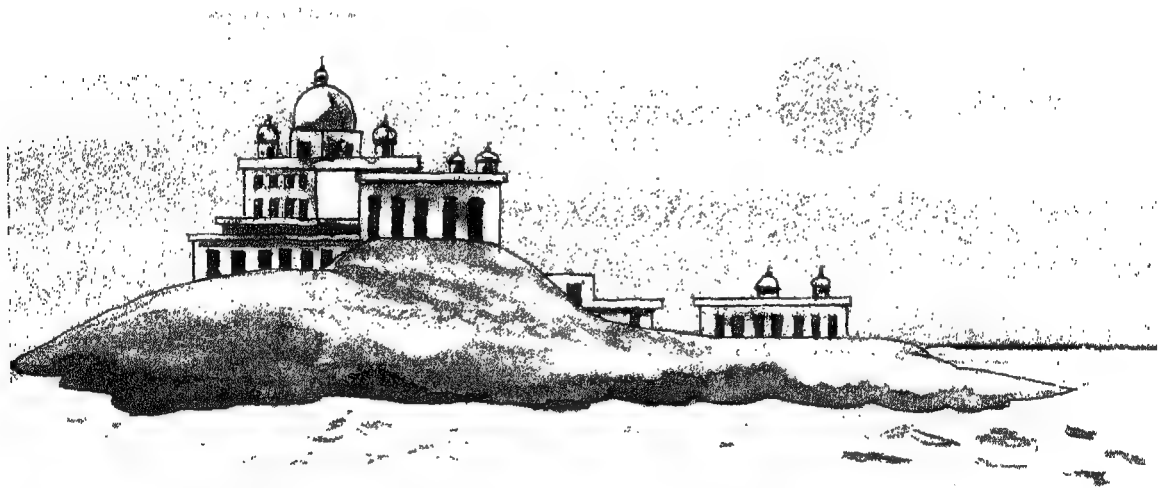
गाड़ी की खिड़की से हमें दूर-दूर तक पथरीली भूमि नज़र आ रही थी। कुछ सुरंगों में से भी गुज़री हमारी रेलगाड़ी। पिताजी ने बताया कि हमारे देश के इस भाग को पठार क्षेत्र कहा जाता है। इस तरह से एक और रात निकल गई।

हम कर्नाटक राज्य के कुछ भागों से होते हुए अगले दिन तमिलनाडु के कोयम्बटूर शहर में पहुँचे। यह शहर कपड़े की मिलों के लिए बहुत प्रसिद्ध है।

इससे आगे का रास्ता नारियल के पेड़ों से भरा था। ऐसे पेड़ समुद्री किनारे के मैदानी भाग में पाए जाते हैं। ऐसा दृश्य हम पहली बार देख रहे थे। केले के पेड़ भी बहुत नज़र आ रहे थे। यहाँ के केले छोटे और मोटे होते हैं। लाल रंग के केले तो बहुत ही स्वादिष्ट थे।

यहाँ का मौसम गरम और चिपचिपा हो गया था। बहुत-से स्टेशनों को पार करती हुई हमारी

गाड़ी पहुँची तिरुवनंतपुरम। यह केरल प्रदेश की राजधानी है। यहाँ हमने भोजन में इडली, डोसा और सांभर खाया।

लगभग आधी रात को हम कन्याकुमारी पहुँच गए। देर रात होने पर भी हमारे मामा और उनके बच्चे हमें स्टेशन पर लेने आए हुए थे। कुछ ही देर में हम घर पहुँच गए। नाना-नानी ने हमें बहुत प्यार किया। मुझे देखते ही वे बोले – श्रीधरन, तुम कितने बड़े हो गए हो!

हम एक सप्ताह कन्याकुमारी में रहे। वहाँ के सब स्थानों की सैर की। कन्याकुमारी में पूर्व से बंगाल की खाड़ी, पश्चिम से अरब सागर और दक्षिण से हिंद

महासागर मिलते हैं। किनारे पर खड़े होकर हम तीनों का पानी अलग-अलग देख सकते हैं।

यहाँ पर सूर्योदय का दृश्य बहुत सुंदर है। ऐसा लगता है कि सूर्य समुद्र के अंदर से धीरे-धीरे बाहर आ रहा है और चारों ओर अपनी सुनहरी किरणें बिखेर रहा है।

यहाँ की स्वामी विवेकानंद मैमोरियल रॉक भी देखने लायक है। यहाँ पहुँचने के लिए स्टीमर से जाना पड़ता है।

वापस आने से पहले हमने अपने मामा के बच्चों को श्रीनगर आने को कहा। हम कितने खुश थे।

जानते हो फिर से कितनी लंबी यात्रा करनी थी हमको? लगभग तीन हज़ार दो सौ किलोमीटर। चार दिन की वापसी यात्रा के बाद हम श्रीनगर पहुँच गए। गाड़ी में भिन्न-भिन्न लोगों से और भी बहुत कुछ सीखने को मिला।

हमारा देश कितना बड़ा है और इसमें कितनी भिन्नताएँ हैं। कितनी भिन्न भाषाएँ बोली जाती हैं यहाँ। आंध्र प्रदेश, कर्नाटक, केरल में बोली जाने वाली तेलुगु, कन्नड और मलयालम भाषाएँ तो हम समझ ही नहीं पाए थे। परंतु कन्याकुमारी में बोली जाने वाली तमिल भाषा के कुछ वाक्य हम अपने भाई-बहनों से सीख गए थे।

मौसम में भी बहुत भिन्नताएँ हैं। जहाँ जम्मू-कश्मीर में ज्यादा समय ठंडक होती है, दक्षिणी राज्यों में गरमी के साथ-साथ नमी भी होती है।

हमने क्या सीखा?

मौखिक

1. श्रीधरन ने अपने परिवार के साथ कहाँ से कहाँ तक रेलयात्रा की?
2. चीड़ और देवदार के वृक्ष कहाँ पाए जाते हैं?
3. कन्याकुमारी में किन तीन समुद्रों का संगम है?
4. कन्याकुमारी में देखने योग्य और कौन-कौन से स्थान हैं?
5. श्रीनगर से कन्याकुमारी तक के मार्ग में आने वाले चार राज्यों के नाम बताइए।

लिखित

1. जोड़े बनाइए :

(i)	हरियाणा	भोपाल
(ii)	महाराष्ट्र	लखनऊ
(iii)	तमिलनाडु	तिरुवनंतपुरम

(iv)	उत्तर प्रदेश	बैंगलोर
(v)	मध्य प्रदेश	चंडीगढ़
(vi)	कर्नाटक	मुंबई
(vii)	केरल	चेन्नई

2. पाठ के आधार पर नाम लिखिए :

   (i) खानें की वस्तुओं के नाम

   (क) ______________ (ख) ______________ (ग) ______________

   (ii) भाषाओं के नाम

   (क) ______________ (ख) ______________ (ग) ______________

3. आप छुट्टियों में कहाँ गए थे? अपनी यात्रा का वर्णन अपने मित्रों को सुनाइए। उसे अपनी कॉपी में लिखिए।

4. जम्मू से भोपाल तक के रास्ते में जॅक्शन् स्टेशनों के नाम पता कीजिए। ये नाम अपनी कॉपी में लिखिए।

5. पाठ में ढूँढ़कर उत्तर लिखिए :

   (i) कर्नाटक की राजधानी ______________

   (ii) जहाँ नानी का घर था ______________

   (iii) सिख पुरुष ने सिर पर बाँधा हुआ था ______________

   (iv) खेती में काम आने वाला साधन ______________

   (v) मध्य प्रदेश की राजधानी ______________

   (vi) जहाँ से संतरे खरीदे ______________

   (vii) बौद्ध स्तूपों वाला स्थान ______________

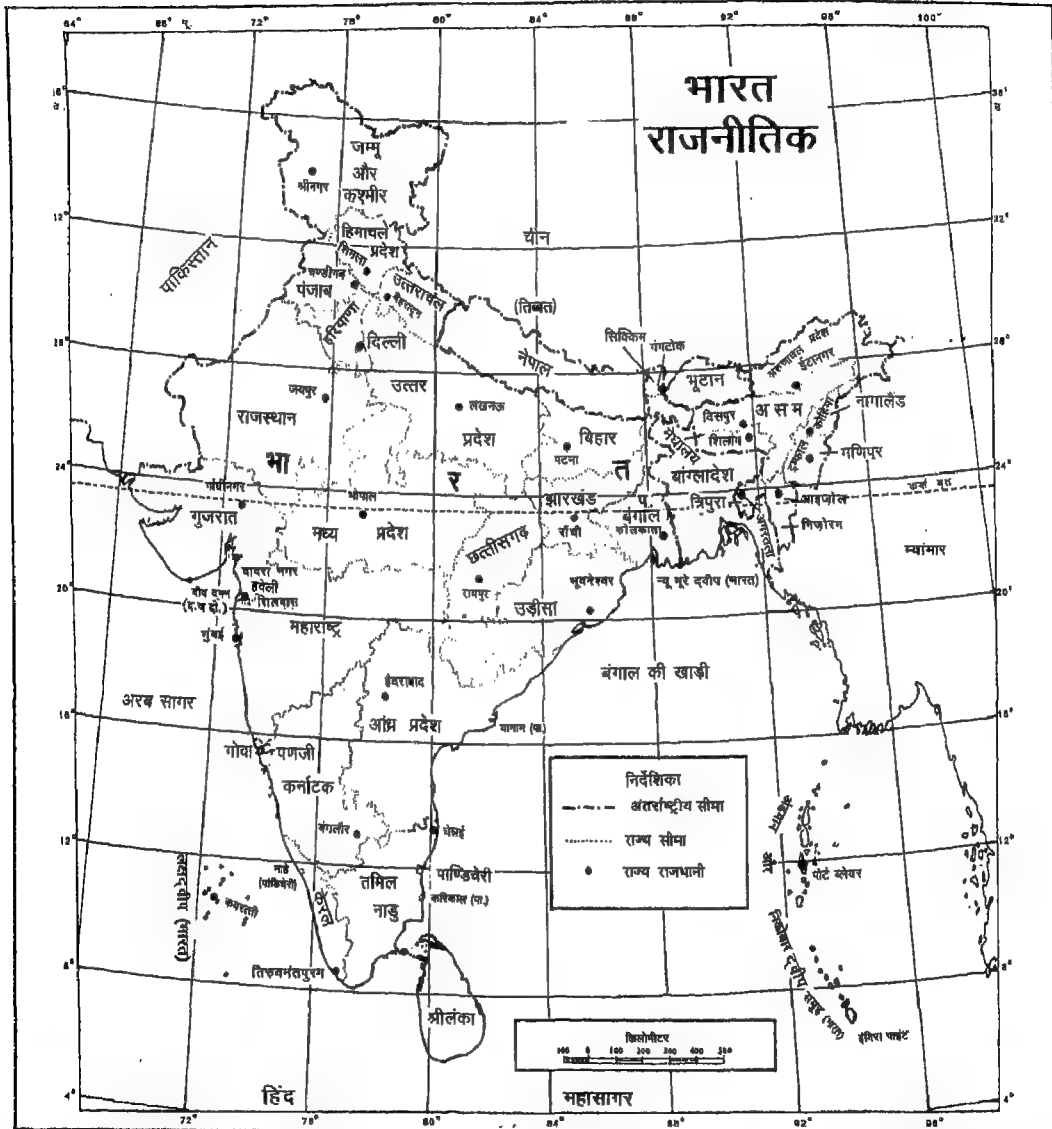
   (viii) कपड़े के मिलों वाले शहर का नाम ______________

6. नीचे दिए गए खानों से राज्य, उस राज्य की राजधानी और उससे संबंधित प्रसिद्ध वस्तु के तीन-तीन के जोड़े बनाएँ। एक उदाहरण आपके लिए दिया गया है।

कुछ करने के लिए

☺ झांसी की रानी की कहानी कक्षा में सुनाइए।

पाठ 21

हमारा देश भारत

ऊपर मानचित्र दिया गया है। आइए, इस मानचित्र को ध्यान से देखें और इसमें लिखे गए सब नाम पढ़ें।

अब यह सब नाम अपनी-अपनी कॉपी में लिखिए।

यह है हमारा राष्ट्र-ध्वज। इसमें तीन रंग की पट्टियाँ हैं। सबसे उपर की पट्टी केसरिया रंग की है, बीच की सफ़ेद और नीचे की पट्टी हरे रंग की है। इन पट्टियों की चौड़ाई समान होती है। झंडे की लंबाई, चौड़ाई से ड़ेढ़ गुना होती है। झंडे के बीच में एक चक्र है। इसमें चौबीस तीलियाँ हैं। हम सब अपने राष्ट्र-ध्वज का सम्मान करते हैं। राष्ट्रीय त्योहारों पर इसे बहुत ही आदर के साथ फहराया जाता है। फहराने के बाद इसे सब सलामी देते हैं। नीचे लिखा है हमारा राष्ट्र-गान।

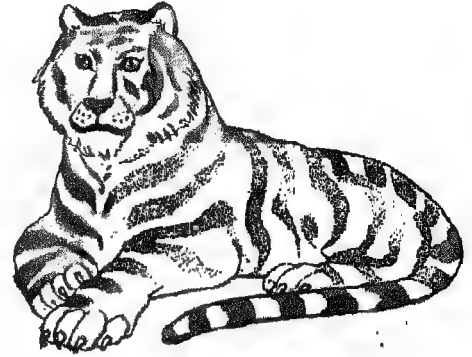
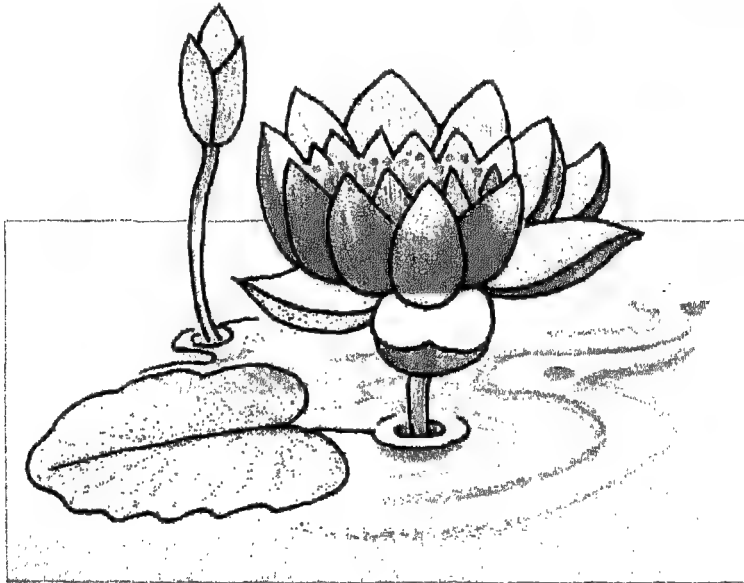
इसे ध्यान से पढ़िए और याद कीजिए।

जन-गण-मन-अधिनायक जय हे भारत-भाग्य-विधाता
पंजाब-सिंधु-गुजरात-मराठा-द्राविड़-उत्कल-बंग
विंध्य हिमाचल यमुना गंगा उच्छल जलधि तरंग
तब शुभ नामे जागे, तब शुभ आशिष मागे
गाहे तब जय-गाथा।
जन-गण-मंगलदायक, जय हे भारत-भाग्य-विधाता
जय हे, जय हे, जय हे, जय जय जय, जय हे।

हमारा राष्ट्र-गान हमारे देश के प्रसिद्ध कवि रविन्द्रनाथ टैगोर ने लिखा था। हम अपने राष्ट्रीय गान का बहुत सम्मान करते हैं। राष्ट्र-गान को गाते समय सावधान की मुद्रा में खड़े होते हैं।

इस चित्र को देखिए। यह हमारा राष्ट्रीय चिह्न है। यह चिह्न सारनाथ में स्थित अशोक स्तंभ से लिया गया है। भारत सरकार के सभी नोटों, पत्रों और सरकारी पत्रों पर यह चिह्न अंकित होता है। इस चिह्न में तीन सिंह तीन ओर मुँह किए दिखाई पड़ते हैं। वास्तव में ये चार सिंह हैं। चित्र में चौथा सिंह पीछे की ओर होने के कारण दिखाई नहीं देता। सिंहों के नीचे एक चक्र बना है। यही चक्र हमारे राष्ट्र-ध्वज में भी बना है। चक्र के बाईं ओर घोड़ा और दाईं ओर बैल बने हैं। इसके नीचे लिखा है – **सत्यमेव जयते** जिसका अर्थ है **सत्य की हमेशा जीत होती है।**

क्या तुम जानते हो?

• मोर हमारा राष्ट्रीय पक्षी है।

• शेर हमारा राष्ट्रीय पशु है।

• कमल हमारा राष्ट्रीय फूल है।

हमने क्या सीखा?

लिखित

1. भारत के पड़ोसी देशों के नाम लिखिए।
2. रिक्त स्थान भरिए :
   (i) भारत के दक्षिण की ओर ________________ महासागर है।
   (ii) भारत के पश्चिम की ओर ________________ सागर है।
   (iii) भारत के पूर्व की ओर ________________ खाड़ी है।
   (iv) भारत के उत्तर की ओर ________________ देश है।
3. पूरा कीजिए :
   (i) अपना नाम ________________
   (ii) गाँव या नगर का नाम ________________
   (iii) ज़िले का नाम ________________
   (iv) राज्य का नाम ________________
   (v) राज्य की राजधानी का नाम ________________
   (vi) देश का नाम ________________
   (vii) देश की राजधानी का नाम ________________

कुछ करने के लिए

- पाठ में दिए गए मानचित्र में अपना राज्य ढूँढ़िए। उसका नाम लिखिए। उसके पड़ोसी राज्यों के नाम भी लिखिए।
- पाठ में दिया भारत का मानचित्र देखिए और आकार में सबसे बड़े राज्य का नाम बताइए।
- राष्ट्रीय पशु, पक्षी एवं फूल का चित्र बनाकर रंग भरिए।

requirements and partly to conform to tradition and obsolete clichés of subject-minded teachers—all of which foster impersonality. All honor to those administrators and counselors of large schools who hold fast to the conviction that the staff eventually will accept the development of individual students as both goal and means for school processes![7]

It is never easy, especially in the case of a large high school, to set off clearly the managerial function from that of the guidance officers. In many instances the counselor or dean must act for the administrator by delegated managerial authority; for example, in matters of record keeping and test reporting, in identifying maladjusted students, and so on. The meticulous administrator, even in such cases, makes sure that the directions are issued in his name, and that the delegation of responsibility for supervision to the counselor is clear and reasonable.

In the large school the guidance program, like that of the small school, will succeed as it wins the consent and cooperation of classroom teachers. Even in a school in which a complete dichotomy of guidance and instructional functions is permitted, the classroom teacher in practice is drawn into the guidance program. The counselor may write the prescription, but the teacher sees that the medicine is taken and observes the results.

Because teachers cannot be disregarded in the guidance program, it is essential that they understand and accept responsibility for whatever aspects are assigned to them. Because almost every phase of guidance is interrelated to all other phases, the "what," the "how," and the "why," of every personnel action require a considerable background of acquaintance with the facts and with the social and psychological reasons for the action.

Obedient direction-following is not enough. Passive comprehension of the guidance program is insufficient. Active participation in as many aspects of personnel work as time and

[7] Ella G. Packer, *Guidance at Work in a Large City High School*, New York City High School Division, Board of Education, 1935.

energy permit is the only effective method for learning the teacher-guide job.

The counseling staff can no more do the complete job of guidance than the sales-director in business can do the complete job of distribution. Counselors are ill advised if they seek to make their processes mysterious and esoteric. They function best as consultants and as leaders.

The counselor can, on occasion, free himself from his daily schedule in order to mobilize all his resources to meet emergencies and to provide leadership for his collaborators. His challenge is to develop the vision, to foresee needs and opportunities, and to bring to bear technical knowledge whenever required. He is thus free to help to increase his colleagues' ability to make effective contacts with students, parents, and others.

Good school organization keeps the counselor as free as possible from managerial entanglements. His is the authority of competence and of fact. Once established he has little need to brandish administrative ukase.

It is indeed desirable that the chief guidance officer be more truly a supervisor than an administrator, that he emphasize those functions which involve leadership, stimulation, and special competence, and hold in abeyance those functions involving authority and direction. By analogy to army organization, he should be a "staff officer" rather than a "line officer."

The Troup Junior High School organization

It is such an organization that one of the authors developed while she was counselor at Troup Junior High School, New Haven, Connecticut, as is shown graphically in Figure 5. The counselor is seen here not to have a direct, authoritative relation to the teachers, but to be the coordinator of all guidance activities. On the one hand, she maintains contact with and secures the coöperation of extra-school agencies, the medical, psychological, and psychiatric clinics, the attendance and employment departments of the school organization; civic and welfare organizations of the community; and the department

of exceptional children, which gives group and individual tests. On the other hand, she is the expert helper of teachers and students within the school. She helps constantly in the programs of homerooms, clubs, student councils, and other organizations. She carries on both group and individual counseling, and she visits the homes of students. She thus influences the guidance activities in the fields of physical, curricular, social, vocational, civic, avocational, and ethical education without in any way diminishing the benefits of direct student-teacher advisory relationships Finally, she follows up and helps in the further adjustments of all students who have left the school for work or to attend other schools, she keeps special office hours for them, she obtains reports from students, employers, and higher institutions, and she visits the homes, schools, employers, and social agencies concerned

Social workers contribute fresh viewpoints and techniques

The futility of traditional treatments of those school-aged young people who are often truant, chronically tardy, seriously ill, emotionally abnormal, or inclined toward delinquency has long been obvious. Neither school discipline nor police-empowered truant officers have often solved their problems

With the increasing concern for citizens as persons, characteristic of civic leaders of modern America, community agencies, both public and private, have supplemented the school's efforts to deal with youthful problem-cases. Their techniques and procedures may be considered under the term "social work."[8]

The new orientation of social workers has been paralleled by modifications in school regimen and personnel. Attendance officers, school nurses, homeroom teachers, and, in favored districts, visiting teachers trained in social work have replaced the traditional truant officer. Punitive detention rooms for "culprits" and suspension and expulsion from school are now

[8] "Visiting Teacher Services in the Administrative Organization of City School Systems," *Education for Victory*, Vol 3, No 22 (May 21, 1945)

ORGANIZATION OF GUIDANCE
IN THE
NEW HAVEN, CONNECTICUT
SUPERINTENDENT
ASSISTANT SUPERINTENDENTS
PRINCIPAL
ASSISTANT TO THE PRINCIPAL
TEACHERS
DEPARTMENT OF EXCEPTIONAL CHILDREN GROUP AND INDIVIDUAL TESTS
COUNSELOR
COUNSELING - PERSONAL INTERVIEWS GROUP COUNSELLING
MEETINGS INFORMATION AND DISCUSSION
CO-ORDINATION - GUIDANCE ACTIVITIES
ORGANIZATION CLUBS HOMEROOM, COUNCIL SAFETY ORGANIZATION
HOME VISITING
PUBLICATIONS
CO OPERATING AGENCIES
MEDICAL CLINIC
PSYCHIATRIC CLINIC
ATTENDANCE DEPARTMENT
EMPLOYMENT DEPARTMENT
CIVIC ORGANIZATIONS
WELFARE ORGANIZATIONS
GUIDANCE ACTIVITIES
PHYSICAL
1. HEALTH
2. CORRECTIVE WORK
3. RECREATION
CURRICULA
1. ORIENTATION
2. CHOICE OF STUDIES
3. SPECIAL PROGRAMS
SOCIAL
2. CLUBS
3. ASSEMBLIES
4. METHODS OF CLASS INSTRUCTION
VOCATIONAL
1. OCCUPATIONAL INFORMATION
2. LOCAL OPPORTUNITIES
5. SELF ANALYSIS
CIVIC
1. SUBJECT MATTER
2. CLUB ACTIVITIES
3. PARTICIPATION IN COMMUNITY AND SCHOOL PROJECTS
4. PARTICIPATION IN SCHOOL GOVERNMENT
AVOCATIONAL
1. CLUBS
2. ASSEMBLIES
ETHICAL
3. STUDENT MORALE
4. TEACHER INFLUENCE
5. INSTRUCTION
6. SELF ANALYSIS
PUPILS
PLACEMENT
PERMANENT WORK
PART TIME
VACATIONS
TRADE SCHOOL
PRACTICAL ARTS SCHOOL
COMMERCIAL SCHOOL
EVENING SCHOOL
FOLLOW UP AND ADJUSTMENT
REPORTS FROM PUPILS EMPLOYERS, HIGHER INSTITUTIONS
OFFICE HOURS
VISITS TO HOMES SCHOOLS EMPLOYERS SOCIAL AGENCIES
CITIZENSHIP

FIGURE 5

less favored as cures for misbehavior. Physical and mental disabilities become matters for home and community cooperative action. In a word, child welfare is a field too complex for one institution to handle. It is so ramifying and intertwined that no part of it can be cut off and allocated for special officers to perform by themselves.

Teachers tend to conform to the pattern-concept which the community establishes for them. However, there are many teachers who manage to escape from "the teacher culture"[9]—the set of attitudes and interests that characterize most of the members of the vocation. In rural districts there are teachers who are also farmers, and good farmers too. In the cities there are teachers who are partners in business or industrial enterprises, and there are many who are as familiar with the social agencies of a certain community as the social workers are. Dynamic and resourceful teachers who are encouraged to adapt for use in education some of the well-tested principles and techniques of social work will find new vistas for themselves and for their colleagues in the schools.

Highly centralized organization may be temporarily expedient

School physicians and dentists, school nurses, psychologists, psychiatrists, psychometrists, visiting teachers, and attendance officers, all have supplementary guidance roles. They may furnish original data, to be entered on temporary or permanent records, which is of great value to guidance personnel in understanding the needs and aspirations and potentialities of the individual student. Quite as important, however, is the peculiarly confidential relation that each of these special officers may establish with pupils and their parents, with the consequent dynamic opportunities for counsel. If the specialist is to take full advantage of such opportunities, it is obvious that he must understand the school's mission and its organization and

[9] Cf. Charles E. Prall with C. Leslie Cushman, *Teacher Education in Service*. Washington, D. C.: American Council on Education, 1944, p. 277.

resources. To promote such a sympathetic understanding on the part of these supplementary guidance officers becomes, therefore, a major responsibility of the administrative heads of the guidance organization, both of the specific school and of the school system as a whole.

A similar challenge is found in the necessity for obtaining the cooperation of the administrative and supervisory officers of the school, whose duties have important guidance implications but who are in many cases not thought of as guidance officers Class-schedule committees, heads of departments, curriculum directors, and assistant principals or other administrative assistants need to be aware of how their functions are related to the guidance program of the school

In many cases the adequacy of adjustments that can be made for the pupils may depend on the flexibility of the schedule, or on unconventional sequences or types of work within a department or a curriculum, or on special permissions or administrative provisions by which an unusual student may be treated in an unusual way Administrative officers are generally humane and considerate if they understand and sympathize with the purposes of the guidance teachers and the problems of students. But such understanding and sympathy are assured only if the guidance officers act promptly and tactfully to win administrative cooperation *before* making decisions that involve exceptions from the administrative regulations of the school.

The temporary centralization of responsibility for student personnel problems may be desirable, even requisite, not only because school management and routine tend to overlook them, but also because teachers have often been neither trained for the guidance function nor chosen with that function in mind Unless the faculty has been carefully selected to serve as teacher-counselors, and unless the staff is reasonably stable and has been encouraged to concern itself with student personalities as well as with subject-matter success, the service of a special guidance counselor is imperative

Commendable as are the vigorous guidance programs under-

taken in many schools that have a centralized guidance service, this centralization should be recognized as temporary and as necessary only because immediate provision for the students' welfare must be made. It must not be accepted as a model for more favored schools in which general faculty participation may be possible.

In the medium-sized high school and in a school that is gradually becoming a large high school, the chief guidance officer, whether dean or counselor or principal, should avoid becoming too deeply involved in details or in personal interviewing. The possibility that the counselor may be swamped by duties that impair his real usefulness should be apparent from a list of guidance functions often assigned to the counselor's office. Such a list may include:

Preparing individual inventories for all students (to be maintained for many of them after they leave school),

Acquiring and disseminating adequate, current, and reliable information on vocational and educational opportunities;

Aiding students to interpret their personal data and acquired information as it applies to educational and/or vocational decisions and in making plans to carry out these decisions,

Aiding students in finding their places in part-time and full-time jobs and in training opportunities;

Making contact with all students who withdraw from school and maintaining it for a period of time, both for continued service to the individual and to provide data reflecting success and failure of school training and guidance.[10]

Even this rather overwhelming list is not complete. In practice it is quite impossible to help youths make such choices and adaptations as are indicated here without a broader frame of reference than inventories, job and school information, interviews, placement, and follow-up. Guidance is indeed so

[10] This classification of guidance responsibilities is abstracted from *Vocational Guidance Services in the Secondary Schools*. The University of the State of New York, June 1945. Each of these major divisions of responsibility is defined concretely in the pamphlet.

dynamic a concept and process that, once recognized as a social responsibility in any sphere, it quickly and inevitably spreads to all aspects of community living. No scheme of "vocational and educational guidance" can be separated from guidance in general Discipline, health, dress and etiquette, morals, and civic orientation become counselor responsibilities, for they are vocational-educational assets or liabilities

Evaluative Criteria of the Cooperative Study of Secondary School Standards

Whatever the school's organization for guidance services, it is desirable that periodic evaluations be made either by the school staff or by sympathetic and informed "outsiders" It is obvious that the emphasis in any such survey should be on function rather than formal organization, the latter is to be judged good or bad only in terms of its causal relationship to the adequacy or insufficiency of its service to youth

There are in use in secondary schools belonging to regional associations of colleges and secondary schools the "Evaluative Criteria" developed by the Cooperative Study of Secondary School Standards[11] Section G of the evaluation blanks sets up five criterion-areas stressing function and one dealing with the guidance staff The functional aspects covered are (1) articulation between schools, (2) basic information regarding the pupil; (3) operation of the guidance program, (4) post-school relationships, and (5) results of guidance. Each item under these headings is evaluated in the light of "the underlying philosophy and expressed purposes and objectives of the school and the nature of the student population and community which it serves."

The sub-section devoted to the guidance staff raises questions regarding the number of pupils per counselor, the personal and professional qualifications of the guidance staff, and evidence of improvement in service Supplementary data called for

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[11] Cooperative Study of Secondary School Standards, *Evaluative Criteria,* and *How to Evaluate a Secondary School* Washington American Council on Education, 1940

under a seventh heading seek to find the equivalency of part-time (half-time or more) services in terms of full-time service. In computing summary scores, it should be noted, the only judgment of the survey staff given significant weighting is the answer to the question. "How extensive and reliable are the evidences that the counselors are improving in professional ability and service?"

It is obvious that high ratings on the score of guidance services are assured to that school, whatever its organization, that is dynamic in its guidance philosophy and practice The regional associations and most State departments of education do not advocate one organizational scheme as better than another; they urge, however, that guidance personnel function in a manner consistent with their sincere educational beliefs and in terms of pupil and community needs and opportunities; they encourage personnel to endeavor in this as in other aspects of educational processes to improve their service to the student

Each school must solve its own organizational problem, tentatively and progressively

Desirable allocations of responsibilities must be worked out in each general or special type high school for itself. Sufficient organization and supervisory and administrative arrangements should be planned to make success probable Such compromises with necessary centralization should be recognized, however, for what they are They should be directed, therefore, always toward the stimulation of teacher-pupil relations Guidance must come to permeate the entire educational program of the school; every teacher must participate in it as adviser, as class teacher, and as sponsor of student activities The whole purpose of guidance, as Brewer insists, is to help pupils to formulate their own standards of behavior so that they may arrive at adulthood as better citizens, as better members of domestic and vocational groups, and as better individualities than they otherwise would have been.

Such educational outcomes must be promoted by multifarious and repeated pupil-teacher partnerships which promote guid-

ance. The effectiveness of any guidance organization must ultimately be measured not so much by its present success in reaching pupils through the members of a central staff of counselors as by its progressive enlistment of all teachers for voluntary and effective participation in guidance. The success of the organization is further demonstrated when parents, pupils, and desirable community agencies have been brought into active cooperation with the guidance program

CHAPTER TEN

The Homeroom as an Instrument for Guidance

If you had been seated on one of the benches in Washington Square, somewhere near the statue of Garibaldi, you would have heard the shrill voices of half a dozen twelve year-old boys. It was an hour or more past the curfew time, if there had been a curfew, but there is no curfew in New York City In the late spring the park is alive with children; their noise, from a little distance, has the same pervasive, unremitting quality that you are aware of if you live near a pond where a young frog chorus sings

Above the background of street noises and shouting children, you would have heard the more urgent voices of a half dozen boys who, like a pack of baying hounds, were bearing down on a terrified youngster about their own age. When he gave up running and turned to face the pack, he sprayed over them a volley of vitriolic profanity that should have served to protect him against any ordinary attack

If your ears had been able to filter out the profanity, you might have understood from the other words shouted by these youngsters that here at your elbow was an incident from the war that goes on forever between rival street gangs. The boy pursued had been caught out of bounds by these members of an enemy gang; he had been shining shoes on the east side of the Square, which was their territory, maintained inviolate by their own Monroe Doctrine. They had taken his shine box and polish and brushes. He had fled to save his hide, and

when they came upon him again near the statue of Garibaldi, his terror, rage, and vigorous profanity would not have saved him from a bad thrashing But when he had an instant to collect himself, he began to scream insistent promises of how his gang would repay them if they touched him

There was something persuasive in the menacing prospect, apparently, for the boys, still excited and angry, nevertheless let their prey escape again He ran limping into the shadows of a side street, and no one followed him. There is no explaining what may have influenced the decision of those impetuous young barbarians to let him go—considerations that we know nothing about, those of us who sit on the safe side of a teacher's desk. But you would have remembered, out of that bedlam and fury, the strong magic of the syllables "MY gang . . MY gang . . "

It is fortunate that most boys and girls grow up in circumstances infinitely better than those which characterize life in the tenement section just south of Washington Square in New York City. But the human animal, even though we discard the notion of a "gregarious instinct," appears to have some fundamental need for membership in a gang. Youths, especially, show their preference for the peculiar kind of security one feels in being accepted as a member in good standing of a group which, both for protection and aggression, will be more effective than its individual members could be. The rugged individualist who scorns to run with the pack is the shaggy old wolf that has found the length of his fangs; but the cub wolves hunt together.

The homeroom group is a gang

When the homeroom idea really works, the homeroom group takes on some of the characteristics of a gang. It is a socialized gang with reputable purposes, but a gang, nevertheless, and it provides for all its members the element of courage and confidence they desperately need in a world that offers so many hazards. This gang spirit, this fellowship, this unity is not automatic It does not occur spontaneously among thirty boys

and girls merely because their names appear together on the list of students who are assigned to a certain room and a certain counselor The homeroom spirit is an achievement. The integration of the thirty or more students into one group, with group solidarity, is accomplished by a selection or distillation of purposes and values, by a functional organization, by a unification of plans to accomplish the chosen purposes, and by adequate time and facilities to develop these plans in practice.

The homeroom counselor needs to have more than good intentions if he is to engineer situations so that this homeroom spirit develops. It takes "know-how." Perhaps it takes some good luck also, for there are combinations of youngsters that hit it off from the start, and there are other groups that never get together, no matter how skillful the teacher, no matter how many different devices are employed

The "know-how," the science, the skill that a teacher needs for success in this position is rarely learned in courses. It is largely intuitive It is the sensitivity to the group, the awareness of how the group will respond, the awareness of the organismic character of the group and of the individuals who compose it The skillful teacher knows which member of the group will be the natural leader in one situation, which will be the natural leader in another He knows which students are weak in their loyalties and how to control situations so that these students may be saved from critical failures that would bring down on them the wrath of the group

The homeroom spirit is achieved now and again by sheer accident, but it is much more frequently the result of *savoir-faire.* The homeroom teacher who is usually successful has a light touch and a skill that is comparable to the skill of a good surgeon, plus something of the skill of a good actor, a good casting director, and a good producer The skillful homeroom counselor knows what *not* to do and when *not* to do it. This sense of timing, this awareness of the readiness of the group as a whole or of certain key members of the group is one of the factors that differentiates the master teacher from the others.

One who visits the public high schools frequently hears the statement, "We have given up the homeroom idea because we tried it and found it does not work. We scheduled homeroom periods, but we found that the students preferred to use the time for study, so we have reconverted the homeroom periods to study periods."

It is not surprising that the homeroom idea does not work in some situations. It would be a miracle if it did. There is nothing sacred about the homeroom idea, of course; and if the trend toward the integrated curriculum continues, the homeroom will be absorbed into the group activities that are characteristic of this newer plan. In the integrated curriculum a group of students of somewhat comparable age and interests spend the large part of each school week under the direction of one teacher. Their learning activities are not subject-matter lessons but are larger units that represent the integration of several subject-fields. The activities put a major emphasis on the value of purposes and plans determined and developed by the group with the friendly help of the older and wiser person who is their teacher. But here we have most of the values that are available now in the homeroom, where the homeroom is more than an administrative unit.

Recipe for failure

It is not surprising that the homeroom idea fails to work in some schools. It is not accomplished by an *obiter dictum*. Indeed, it is not accomplished by command. The real homeroom is essentially a work of art. It needs system, of course; but system alone does not guarantee its success. The principles to observe in setting up a homeroom are not only mechanical. Every new homeroom group is an experiment in education, and those who participate in the experiment must have elbow-room, must have a range of freedom within which they can make choices. If the principal of the school (or some other official representing him) sets all the purposes and settles all the policies—just to make sure they are good ones—then the

whole project is cast in the mold of authority and there is no room for growing and no incentive to do anything except to conform.

It is a common error of administrators to come to see the school as something to administer They constantly add administrative "improvements,"—new regulations, new forms to fill out and file, new schedule complexities The school becomes an intricate temperamental machine that can be kept running smoothly only when every teacher and every student watches all the signals and follows in exact cadence every motion of the prescribed routine If anybody misses a signal, the whole machine may go hay-wire with a terrible grating and clanking of gears Then the principal and all his mechanics will come a-running to repair it and be furious with the one who bungled

In a school that has become a machine, it is inevitable that the homeroom should be considered by the officials as just one cogwheel in the whole machine It is purely an administrative unit then Its purpose is to check attendance, make announcements, and carry out the details prescribed from the control room by the chief engineer. In our way of thinking, it is no homeroom at all, but there are thousands of high schools where the cogwheel is called a homeroom.

The number of homeroom experiments that have gone on the rocks, or are surely foundering right now, is great enough to justify the statement that no other agency of the modern school requires more careful supervision. By supervision we do not mean, of course, administrative direction, an intensive program of hit-and-run inspections, or a series of mimeographed programs *ex cathedra*. Supervision of the kind needed must start months before the homeroom idea is launched in any school—"launched" is an appropriate expression the teachers who are to be homeroom advisers will act as navigators of the homeroom fleet, and before they take on their crew or put out from shore, there are many things they will need to know. They will want to know their destination, of course—what purposes the homeroom can serve in the school. And they

will want to know something about wind and weather, fog and shoals and channels, if they are to bring their vessels into port without mishap.

Some teachers have grown up in the pre-homeroom era. They did not know in their experience as students anything of the kind they are now asked to direct. And it is incontestably true that "we tend to teach as we were taught, rather than as we were taught to teach." It is in the high school rather than the normal college or university that the teacher gets most of his convictions concerning desirable educational practice. It is understandable, but sometimes regrettable. The teacher who has not himself been a successful student member of a homeroom group will have no such assurance in directing a group as another teacher who can recall from his own experience the purposes he shared when a member, the obligations he discharged when an officer of a homeroom. This problem will solve itself as fast as good homeroom practice becomes general and a new generation with a clear recollection of pleasant student adventures grows up to carry on the homeroom tradition. In the meanwhile, there are many teachers who will need sympathetic help and encouragement with a difficult assignment.

We may all rejoice that there is as yet no formalized, standardized, ritualized body of practices for homerooms. Neither are there syllabi or examinations. Yet it is true, fortunately, that there are many sources now available in which a homeroom sponsor may read about practices that are widely accepted and usually successful. It is no longer necessary for any teacher to plead ignorance of how homerooms occupy profitably all the time allowed them on the schedule—the weekly period and the shorter daily periods which are usual in progressive high schools. It was lack of *savoir-faire* that limited the success of many homeroom counselors when practice was wholly experimental. But the former complaint, "We don't know what to do in the homeroom period," has changed to "We don't know how to get all the things done that we have planned for the period."

The family doctor

To discuss the significance of the homeroom as an important phase of the whole plan for guidance in a high school introduces the relationship of the homeroom to the central guidance office, if the high school has a special guidance officer The question is asked, "What guidance functions will be performed by the homeroom teacher, and what functions will be reserved for persons who are trained in guidance work?"

Asked that way, the question is a loaded one It is loaded with inferences and assumptions that are not in the context of this discussion. It is a question that imposes the idea of guidance as something separate and apart from experiments in associational living. It carries the whole discussion back to the notion that guidance is screening students or herding them into the right corrals, or giving them facts upon which they may make their own decisions concerning courses, careers, colleges, and so on.

In this book we are holding out for a broader view of guidance It is true enough that students must be assisted in getting information about themselves and about courses and careers But wise choices are much more likely if the students have been given a great deal of practice in making decisions of all kinds, decisions that are a natural part of everyday living. Shall we have a picnic or a matinee party? If we have a picnic, where shall we go?—and how shall we get there?—and how much will it cost? And the decisions each student must make Since I am twenty minutes late, shall I go to my first-period class or kill the rest of the period in the washroom? Shall I spend fifty cents for lunch or save half of that for a sundae after school? Should I get a manicure before the prom or do my own nails?

Guidance for college entrance, guidance for the choice of a curriculum, guidance for the choice of a vocation—these are important matters that require a great deal of accurate and up-to-date information. In a high school of two or three hundred students there ought to be one member of the faculty who is

qualified to advise students, parents, and teachers on these matters. It is desirable that he have some special training in career counseling. In a larger high school there should be a full-time specialist whose duties may be similar to those indicated in Chapter Nine of this book As a matter of convenience the guidance specialist and the homeroom teachers may co-operate in the development of a plan in which the homeroom counselor gives some special assistance in certain phases of the vocational and educational counseling

But the homeroom counselor is, in our philosophy, a tactical officer with a command of his own and a mission of his own. He is important not because he sends attendance reports to the principal's office, and not because he can at times be helpful in planning schedules or advising about the special interests a student has that may be of significance in his choice of an elective subject. He is important in the guidance organization because he is the one person in the school who knows all the members of his group in terms of their day-to-day growth, their fears and failures, their success and aspirations He knows these students as the family doctor knows his patients, and like the family doctor, he knows when he needs to call in a specialist for consultation or for professional services that only a specialist can render.

The relationship between the specialist and the generalist is simple enough to work out on paper In practice, however, there has been a disposition for many teachers and others concerned to make it appear that there was an inevitable feud between advocates of guidance as the exclusive province of specialists and those of guidance as a process in which specialists were not necessary and not welcome It is obvious that there is no one formula, however. And it is urged in this volume that in every situation large enough to afford the services of a specialist, there should be a guidance specialist to carry on the duties that can be done most economically by a person with special interest and training The feud between counselors (specialists) and teachers (generalists) does not exist except where it is incited by some person or persons who have an

iron in the fire, or some personal advantage that is being promoted at the expense of the kind of harmony and professional team-work that would develop naturally

It is one of the shortcomings of educational practice that we tend to go to extremes We have oversimplified most issues by cataloging certain practices as "progressive" and others as "traditional." We have gone all-out for counseling, or we have condemned the counselors and have turned the whole guidance job over to teachers The pendulum swings, but it is not at one side or the other so often as it is in between. Schools that have lived through several reversals of policy finally discover the advantages of combining the merits of thesis and antithesis. The engine develops functional power when the positive and the negative, the up-stroke and the down-stroke, are converted through the medium of a reciprocator [1]

The raw material for a homeroom

A homeroom group or "section" customarily consists of from thirty to forty students. The number may be smaller or larger, depending on the enrollment in the school, the number and size of the rooms available, and other variables. Optimally, the members of the homeroom group should have a period of fifteen or twenty minutes in their assigned room every school day, with at least one full period sometime during the week. The short period usually comes just before the first scheduled class period in the morning. It affords time for accomplishing administrative details, making announcements, holding short personal conferences, and planning the lesser details of projects in which the group is engaged.

During the homeroom periods matters of school policy and regulations are discussed and interpreted. Usually the homeroom group is represented by one or more delegates in the grade council or the student council The selection of the delegates and the consideration of measures on which the council has acted or will act takes some of the time that the group has avail-

[1] cf Clifford P Froehlich, "Teacher-Counselors vs Homeroom Guidance," *The Clearing House*, Vol 21, No 1 (September 1946), pages 41–43.

able. To conduct its business expeditiously the homeroom is customarily organized according to the parliamentary convention, with a president, secretary, and several other officers that may be needed.

The use of parliamentary organization and procedure is so common that the belief appears to be prevalent that they were ordained. It is desirable that, somewhere in their high school experiences, the students have an opportunity to learn the basic skills that one must have to preside effectively at a business meeting or a deliberative assembly. A clear view of the matter, however, will show that the formal procedures that evolved during several centuries in the British Parliament are not the only ones by which a group may make decisions.

There is a widespread notion that one sure way of being democratic is to decide every issue by putting it to a vote and by following the will of the majority. For many reasons this procedure is arbitrary, and there is much to be said for the Quaker method of talking things out until there is complete agreement—unanimous consent. This method consumes more time than calling for a majority decision, but in situations involving major policies it is well to get complete agreement.

The conference procedure, in recent years refined and widely used in labor-management discussions and other situations requiring that every shade of opinion be heard and weighed in trying for agreement, is another way of accomplishing a "meeting of the minds." It is quite as fair as the conventional "rules of order." Indeed, it is simpler to learn and may often be fairer, for it does not permit some slick parliamentarian to control a situation in such a manner as to controvert the real desire of the group.

The question of what organization and what procedures will serve a homeroom best must be settled locally, but there is no prescribed form. It is quite common for the homeroom to spend weeks or months in drawing up and adopting a constitution and by-laws. But this procedure is not necessary, it is not realistic, and it is usually a dull piece of business that smothers interest in the homeroom before it gets started. A homeroom

group is not a group of free agents, and its constitution is valid only if it is approved by the principal and other school officials in whom authority is actually vested

Instead of a constitution, prepared with so much trouble and so artificial in form and purpose, the homeroom group should function under a simple charter that states clearly the duties, responsibilities, and privileges it conveys The charter represents the fact that the principal and other officials of the school delegate some of their authority in consideration of the willingness of the group to take over certain responsibilities The charter may be withdrawn for cause by the officials who have granted it. This provision is not undemocratic in principle for it parallels the practice within the states where every county and city and village and town is incorporated under a charter granted by the legislature of the state.

The composition of the homeroom group

Each homeroom is composed of a number of students who have been chosen for membership in the group by one or another method. The preparation of the homeroom lists is universally considered an administrative function and is accomplished in the principal's office. There are several factors that may be taken into account in the preparation of the homeroom lists: it is quite general practice to have a homeroom group composed of students who are all of one grade, but there are "homogeneous" groupings, random groupings, segregated groupings, and groupings based on the students' curriculum or special interests Opinions, prejudices, and experiences are all bound up in the justifications offered for one form of grouping or for another. The criterion, however, should be not mere doctrinaire theory but the actual degree to which students of both sexes, of all races, ages, and intelligence, find the stimulation and security without which their school life must lack the quality desirable for normal development Under one set of school conditions, the authors have found that grouping students by curricular interests seemed to satisfy this criterion; under another set, we have found that "ability grouping" was

Certificate Of Honor
June 22nd
1934

We the boys of room 25 of the class of 1934 present this charter to our teacher,
Miss Terry
for the good work and encouragement which she has given us this past year.

The Class Of Room 25

Donald E Smith

Evan Ankelt
Jerome Hammel
Edward Dameshe Jr
Morton Jaffe
William Seyffert
Frank Aleck
Philip Winter
Howard Phillips
Andrew McDonald
Frank Lee Barnes
James Wells
Warren Neilson
John Needham
Sigmund Horzewski

Joe Paul Yatchie
Ronald Kohler
Andrew Watson
Billy Franklin
Michael Susko
Bruno Tansky
Donald Johnstone
Robert Schonning
Vernon Clark
Kenneth Avazey
Charles Butler
Joseph Bolgum
Bill Sand
Louis Miller
Oran Wheeler

Benjamin Franklin Junior High School, Yonkers, New York

UNSOLICITED TESTIMONIAL

satisfactory. Some different plan might have been equally successful, if intelligently determined and administered

Except that it seems in most instances administratively expedient, there is no reason why a homeroom group should be made up of students who are all of one school grade In fact, there would be a great advantage in having each homeroom composed of students from two or more grades. Whatever procedures were tested, whatever traditions were developed, would be handed on from the older students—those in the higher grades—to the younger ones. The homerooms would not lose their momentum The plan has its uses in many of our social institutions: the United States Senate, the local Boards of Education, the university councils, the governing boards of banks, and those of foundations and other permanent institutions are commonly planned so that no more than one-third of the members will retire from office at any one time. The stability so assured is something that many teachers would appreciate in our homeroom practice, for as it is now we usually have to start afresh at the beginning of each academic year, and the group may be just developing a certain team spirit when the end of the term comes and the group is dissolved. The "house plan" employed in some private schools and in some colleges would be analogous to a homeroom group where two or more grades were represented.

Counselor, mediator, advocate

The homeroom counselor is usually responsible for keeping the attendance records of the group and also for social guidance —the *constructive* disciplinary measures. In a school where policies have been fully considered, the homeroom counselor is never responsible for punitive or corrective disciplinary processes. On the contrary, he is the friend in court for every member of his group. He represents them as a lawyer would represent his clients. He protects them in every way he can from the pressure of rules and regulations and from the occasional unfairness of student officers or of teachers or of the great impersonal thing that is the school itself

The homeroom counselor helps to smooth out difficulties He coaches his students as to how they must represent their own interests best when they have got into trouble He must be consistent and unflagging in his professional devotion to his group and to the individual members. His friendship for them increases in direct proportion to their need for friendship, for support, for wise counsel, and he is the one who will go bond for the future good conduct of the student who has been culprit and who has been put on probationary status. This role, it will be noted, is a very different one from the role played by the conventional teacher, who is judge and jury, avenging angel, unforgiving and relentless foe of any wayward youth who shows a disposition to disregard the customs, the *mores*, or constituted authority

The homeroom adviser[2] is unofficial or *ex officio* member of all the committees the group establishes to carry on its program—committees on attendance and punctuality, publications, assembly programs, social events, academic standing, school property, personal property, welfare activities, and many others But the adviser does not obtrude his opinions He gives advice only when asked or when the group is obviously in danger of acting on an unwise decision He is more active, however, in helping the group to find the bottle-necks, the problem elements in any situation

For many reasons it is desirable for the homeroom counselor to become personally acquainted with the parents of the members of his group It is a widespread custom to have "parents' night" or a visiting day when parents are given some special inducement to come to the school and to meet the principal and the teachers, including the homeroom counselor, who represents the school's closest tie with the family. It is also common practice for teachers to make themselves available for

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[2] Several terms are used more or less interchangeably—homeroom adviser, homeroom counselor, homeroom teacher We have used the several terms in this way partly for variety and partly because these and other terms are common in publications in the field Each term seems to have some inherent disadvantage, it is hoped that with time some new term, generally accepted, will come into use

conferences with parents, usually by appointment and during the teacher's "free" period or at some other time when he is not scheduled for classes. There is much to be said, however, for the extension of the practice of having the homeroom counselor visit the homes of his group members.

Home visiting is frequently cited as the function of a specialist, the "visiting teacher." It is correct that the visiting teachers, who are a refined and professionalized version of the official we used to know as the truant officer, perform a valuable service. But it confuses the whole issue to intimate that the homeroom counselor (or any other member of the school faculty who has a reason to visit) should remain in the school building and let someone else do the visiting for him. The many schools where home visits are a part of the regular procedure have thoroughly demonstrated the value of these visits.

The policy of visiting the homes of the students must be set up with great professional care, and all teachers who participate must be briefed to assure the success of their efforts. Certain principles of visiting are consonant with the philosophy of guidance maintained throughout this book. For example, the teacher should make it a point to visit only after he has established a degree of rapport with the student at whose home he is to call. *He should make his first visit on an occasion when he has some significant commendation to convey to the parents.* He should make clear to the parents the special interest he has in the member of their family who is also a member of his family—his official family.

It is sometimes said that teachers will do more damage than good in making home visits because they are untrained in the special techniques of making a visit. This is poppycock. If teachers visit homes because they are genuinely interested in the students whose homes they visit, their interest and their friendliness and courtesy will be sensed by the parents and will be the basis for such a bond between the home and the school as rarely exists. A Parent-Teacher Association is almost always a necessary adjunct of the school, but the program of a "PTA" rarely gives the degree of rapprochement that can be got (with the

investment of less effort) by a series of professional calls at the homes of the students.

No one among his teachers understood Eddie He was a brilliant youngster and came from "a good family." His parents had visited the school several times on those occasions when parents were especially invited But Eddie's homeroom teacher went home with the boy one evening after school and had tea with Eddie's mother Eddie did not have tea, but he was there, and the act he put on revealed to the teacher the fact that the boy was the victim of his mother's pampering and silly sentimentalism In half an hour the teacher discovered, for himself and for the other teachers who wanted to help the boy, the facts they had lacked In talking about his visit the teacher said to the principal, "You know—I used to be so annoyed by that kid that I wanted to shake him. But I don't feel that way now. I have a strong affection for him He is desperately in need of help right now—he is trying to escape from a pattern of pampered infantilism, and he can't break the pattern because of his mother's habit of babying him I think we can make a man out of him. I have a plan now, and I'm working on it."

Nothing in guidance practice is more exciting than to hear the reports of the teachers who have made professional calls in the homes of their students One teacher went home with one of her girls one afternoon after school. The parents were Italian-Americans, and they had from their old-world background a profound respect for Teacher. Teacher was a very special guest that afternoon All the family and relatives were there to meet Teacher, and some of the friends of the family came in. There was wine, of course, and cake. Then the teacher must stay for dinner—nothing else would do And it was a real Italian dinner and the quality of the food was excelled only by the hospitality. For the teacher it was a new and moving experience to be so genuinely welcomed and so graciously entertained in the home of one of her students.

(There is a footnote to this story that must be included, even though it seems to indicate that there are some hazards at-

tached to this visiting procedure: The teacher, glowing with wine and hospitality and spaghetti and chicken, finally bid good evening to Rosa and the members of her family and made her way to the street, escorted by Rosa. But at the door she was met by another one of her homeroom group, Carmella Carmella had been waiting a long time for her and she must go to visit Carmella's home, which was not far away The teacher sensed that it would be best to go along, though this second visit was not on her schedule The second visit was like the first—Carmella's family was present *en masse,* and the teacher was again the guest of honor at a special dinner! . .)

There is nothing new about home visits The teacher in Whittier's *Snowbound* was visiting the families of some of his students. His visit was different only in that it was longer, for he was hired by the parents of the students he taught, and his compensation included board and lodging, a few weeks with each family. (And he helped with the chores!) Perhaps there was something in that situation that the architects cannot supply in the palatial buildings they design for our high school programs. It may be possible to recapture the essence of it if we learn how to meet our students and their friends and relatives in their homes.

Chisholm includes home visiting as a function of the homeroom counselor: "It is well for the homeroom teacher to make a personal call on each home represented in his room This contact is not necessarily recommended in the case of classroom teachers for all their pupils. Under present-day conditions, it becomes almost an impossibility so far as classroom teachers are concerned. The homeroom teacher, however, has a relatively small number of pupils and for a considerably longer period of time than has the classroom teacher Home visits, therefore, become a real and practical possibility for him."[8]

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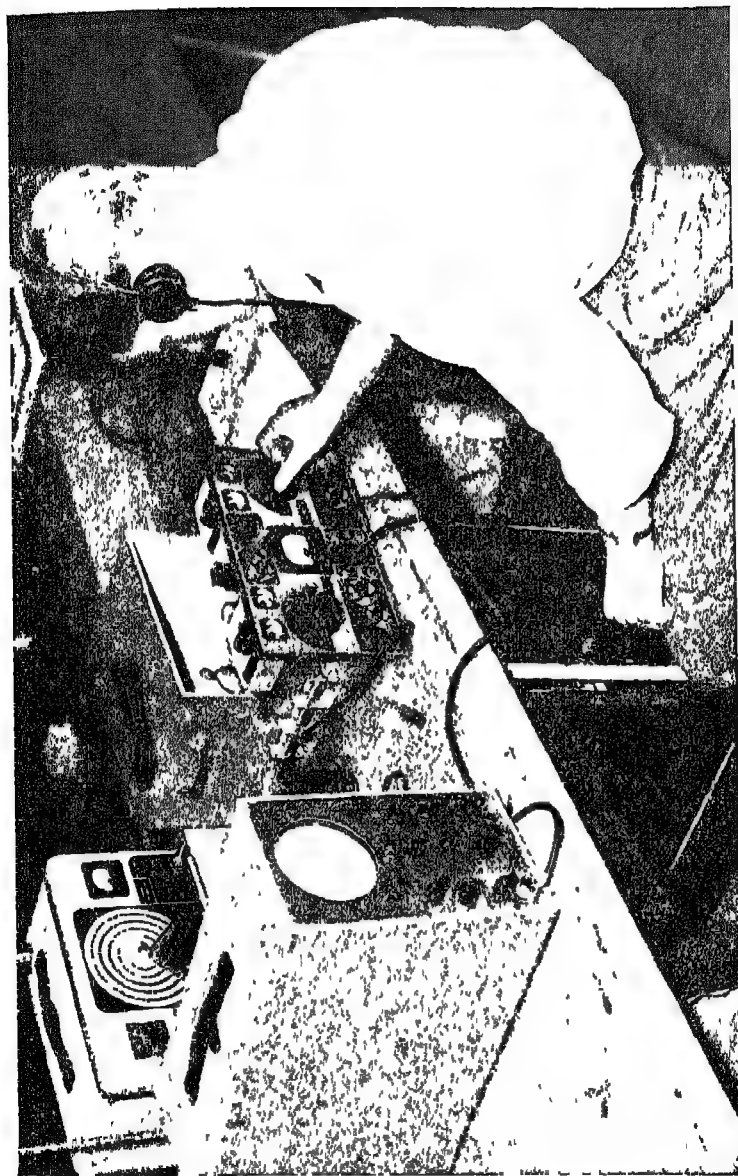
[8] Leslie L Chisholm, *Guiding Youth in the Secondary School* New York American Book Company, 1945, p 344

Philadelphia Public Schools

EXPLORATION IN THE LATITUDES

Two plans for every bell

In not a few schools it is the custom to have all homerooms follow programs prepared by a faculty committee, a director of homerooms or some member of the administrative staff. The programs are frequently outlined in detail, scenario-like They are related to the calendar of national holidays and the many other observances that schools discover or have foisted on them. Thrift Week, Safety Week, Courtesy Week, Be-Kind-to-Animals Week, National Apple Week, and so on

The advantages of a prescribed program are largely offset by the natural limitations of any plan that impairs the freedom of the homeroom groups to innovate or to use their precious homeroom period for purposes much more vital to them than most of the long-range plans hatched up by expert planners. When there is a homeroom bike-hike and steak-fry in prospect and last minute details are to be worked out, what must be the attitude of the ninth-grade group when the presiding officer opens the meeting and announces that the prescribed program for the period will be a socialized discussion of punctuality!

An alternative to a prescribed program is a suggested program. The best laid plans of any homeroom leader sometimes go astray, and the bell signaling the opening of the period may find that several prospects for a good meeting have evaporated The suggested plan is available as a contingent plan, and the group is saved the disgrace of being obliged to waste a period in improvised "study," or in forthright dawdling It is inconceivable that a Latin teacher or an English teacher or a teacher of any of the traditional subjects would find himself facing a class without any plans or without even a hunch as to how the period might be used profitably, but subject-matter teachers in their other role of homeroom advisers are sometimes blandly indifferent to the possibilities easily potential in the homeroom meeting, and they hear the bell for the opening of the period with nothing more than gentle faith that Providence will intervene, that by some gracious miracle the group will be inspired and the meeting will be a success

No matter how fervently we swear our belief in the principle of student activity, the teacher must still teach The homeroom teacher must teach—there is no *subject* to teach, but there are boys and girls who must be guided through the mazes where one learns essential social conventions In the homeroom and the other face-to-face groups pupils learn through practice some of the fundamental social ideals. Most of them they learn intuitively, of course, for there is more truth and punctuality and loyalty than ever we have time to talk about They learn these ideals and their applications in their subject classes as well, but in the homeroom period, more than in any class period, the individual student may become aware of his personal value to a social group *(Ich bin ein ich!)*, of his obligations to the group, and of his claim upon the group These are aspects of education that the public high schools in this democracy have been established to provide In terms of the primary aims of American education, the marks of the highest honor and greatest glory may be reserved for the homeroom teachers who perceive their opportunity and improve it

Experimental social mechanics

A man who operates a machine is commonly expected to know some of the details of its mechanism He should know something more than what makes the wheels go 'round We must learn some of the intricacies of the great social machine, for we are at the same time the drivers and the cogs. It is a machine so complex and so clumsy, so creaking and so inefficient, that it is in need of constant repair, and the drivers must take turns at being inventors and repairmen (A meeting of the Ladies' Aid, a session of the House of Representatives, a national convention of one of the major political parties, or a meeting of the local Board of Education will provide illustrations of how frequently our established social machinery is subject to lapses into low-gear efficiency or complete breakdown)

Except for a few who choose to retreat to the mountains or the deserts to lead a hermit existence, a large part of our educa-

tion, formal and informal, verbalized and intuitive, is a study of social mechanics The big executive buys a copy of the new book on "how to get along with people," and the young man who has just graduated from diapers goes to nursery school to take up some research on the same subject

A college degree, if it has any meaning at all, is a certificate of the fact that the persons to whom it has been awarded have a fuller appreciation of what people are, of what they do, and of why they do it The homeroom in the junior or senior high school is a laboratory for experimentation toward that same end. The homeroom organization is a social machine, relatively simple and foolproof. We may dismantle it and build it up again many times Every member is a necessary cog, and everyone must qualify as driver and mechanic.

The tacit assumption is that the benefits of this type of experience will carry over from the relatively controlled environment of the school to the panic and confusion, or the more regrettable complacency and indifference, in which many adult enterprises are carried on. There is no way to guarantee this transfer; but it is a certainty that unless youths learn essential social ideals and techniques, men will not know them A young robin that is raised by hand and allowed to fly when it is old enough to fly will find another robin as a mate and carry on its robin's business in good form, guided by an automatic instinct as certain as tomorrow's sunrise But the business of being effective men and women must be learned, step by step, without the benefit or hinderance of highly complex instincts. In such relatively small groups as the homeroom groups, boys and girls will learn to plan and to bring about better social institutions, using the many aspects of the school that can be changed and changed again experimentally, they will have real practice in the methods through which they may some day improve their village and the world.

Probably few teachers are fully aware of the immensity of the task they face St George against the dragon had a simple task—our dragons are not so easily slain, and they do not stay dead Problems do not stay solved, pupils do not stay taught;

the classroom is never strong enough to right all the wrongs that have been done by a clumsy world Probably no teacher dares to dwell very long on the size of the problems we face, for our illusions would not be great enough to sustain us if we measured realistically how great are the odds against us The miracle is that there are so many teachers who accept the odds and play and win It is to the everlasting glory of our profession that so many try

CHAPTER ELEVEN

The Club Program as an Instrumentality for Guidance

IN SPITE of the hazard involved there are still persons who feel the urge to prophesy concerning the future—education of the future, schools of the future, the curricula and methods of the future. And it is our belief that any urge to foretell the course of education can be gratified with most assurance if the prophet will take his clue from the activities that make up the best kind of club program. In the following pages we shall sketch the outlines of this "best" kind—the kind that is best, at least, for carrying on the kind of guidance we are elaborating in this book.

New oil for the old lamp

The importance of the club program in any school is directly proportional to the degree in which the classroom subjects are formalized The likelihood that boys and girls will find dynamic purposes in the content of the conventional subjects taught conventionally according to a crystallized syllabus is very small. In such a school as we can easily envision, but too rarely find, the whole school program is so liberally conceived and executed that there is no real need for club. Every class will have the merits of a good club, the spontaneity and dynamic interest which are hard to find today except in club work. But no one wants to hold his breath until the great day comes when all schools are like this—it will be some years coming. Until the general practice is much improved, school clubs will serve as a vehicle for the many good things that the formal subject program leaves undone.

Most club programs are fostered with the hope that they will serve as a leaven in the school—will directly and indirectly influence the content and method used in the classroom, especially in schools where the dead hand still writes the orders for the day. It stands to reason that the introduction of club activities and other phases of informal school procedure will either serve as a kindling spark for the liberalization of the whole school, or will be smothered under the wet blankets of the formalists No school can have a Jekyll-Hyde nature, spontaneous and brilliant one period, dull and stereotyped the next.

To borrow a famous statement—A school divided against itself cannot stand Either it will be all slave or all free. There is always the possibility that the club work will win out, that boys and girls sold down the river to the academicians will be emancipated for a new freedom.

Bootleg clubs and bottled-in-bond

In our high schools there are clubs and clubs. They are not all of one kind They do not all serve the same ends or observe the same principles It was to be expected that as soon as the club idea became popular in school practice, some administrators, ignorant or disingenuous, would quickly seize upon the word "club" Students who were behind in arithmetic were kept in after school for extra drill and were told to consider themselves the Keep-Up-in-Arithmetic Club

Even some of the clubs offered during the school day were nothing more than socialized recitations in the traditional subject matter. Commonest of these are the English clubs that meet once a week for oral English "compositions." The current-events clubs also meet weekly in the social science department. These are almost uniformly popular with pupils, especially when they represent a letdown from the exactments of the textbook recitations But they are not *clubs* in the sense in which we are using the word here They are not clubs because their activities are prescribed by the teachers, and because they are spirit and flesh of the course of study, linked closer

than Siamese twins to the subject-matter recitations, linked by the bond of grades and marks, the teacher's record book, and the report cards.

Even those activities that have thus far escaped the syllabi and the grade record and have other outward signs of being good are sometimes apples of Sodom. For unless the desired spirit is in the activities of the club, and in the hearts of the children and the sponsor, the work may be as dull and distasteful as the most formal syllabus teaching. It will be necessary, therefore, to look deep into the character of any certain club if one is to evaluate it in terms of its potentialities for guidance. It is not a guidance agency just because it is a club, but only because it possesses certain possibilities of adventure for boys and girls and for the adult who is its sponsor.

Clubs that spring from the curriculum,
but don't spring far enough

A few years ago the idea was generally accepted and is still widely held that a good club program is one that derives from the curriculum and does not stray very far afield. The program was held to be most worthy when it stayed quite close, close enough to buttress the classroom instruction in the subject field to which it was directly related There were English clubs and geography clubs and science clubs, all of these annexed to the subject department and sponsored by the subject teacher Worst of all, they commonly used very much the same material as a club that they used as a class, and the method was not very different either.

The essential difference between the club and the class was that the club met during the period designated for clubs, and its members were shuffled up by some degree of selection; and, in theory, the club activities were not charged either as debits or credits on the students' grade account.

The inherent disadvantage of these quasi-curriculum clubs is that they either fail to get off the ground, or else they use up all the buoyancy that should be used to lighten the class work

There are many occasions when a subject club is desirable

and justifies itself when measured by the strictest criteria, particularly when the club is proposed by students whose interest in the subject is so great that the class periods do not allow them time or opportunities for the pleasant excursions they have projected up the by-paths that lead off from the main highway that is the course of study Since students in the more advanced grades are naturally more able than younger ones to see for themselves the opportunities the subject gives for activities which are, in the truest sense of the word, "extra-curricular," it is in the upper secondary grades that subject clubs seem most natural Here interests are a little more stable, and the students are more willing to submit to the self-imposed discipline necessary for intensive investigation

To sum up the point in the form of a generalization: The school faculty planning to introduce a club program can do much better than start with the core curriculum as the basis for activities The further the clubs depart from the conventional subject matter, the wider the exploratory value to the students participating To start the program shackled to the traditional curriculum is to share with it the baggage of social lag Classroom practice advances, but slowly and painfully, freighted with a load of outworn conventions The club program will serve itself and the curriculum better if it goes on ahead with a light pack to blaze the trail.

Whose initiative starts a club?

Somebody always asks the question, "Who will propose the club—the students or the sponsor?" The answer to this question is the answer to another: "Which foot shall I put forward first when I wish to walk?" It does not matter which—sometimes one, sometimes the other. Both have to be in motion if any significant progress is to be made Once in a long time you may see a club successful in spite of an indifferent sponsor, but it need not be argued in detail that the recipe for a successful club begins: "Secure one interested, enthusiastic, tactful adult to act as sponsor"

Sometimes the impetus comes from the students first When

several of them have discovered some intense common interest and wish to form a club based on this interest so as to exploit it most successfully, they should be encouraged to do so and a sponsor should be provided to help them, a sponsor who either shares their interest or is willing to be curious about it. Certainly one should not be assigned who is actively disinterested, a spoilsport, out of sympathy with the purposes the club has set up. Better no sponsor at all Indeed, many school clubs, especially in the upper secondary grades, carry on very well without a sponsor If the club is a mixed group and it seems well to assign a teacher as a kind of chaperon, one may be assigned. But she is a chaperon, not a sponsor—the club is still without a sponsor The obligations of a sponsor should never be assumed lightly, and the prestige that is due a sponsor must not be claimed by anybody who has not fairly won title to it by the superior type of professional service it involves.

In the early universities the students enjoyed a great deal more autonomy than is conventional today A group of students who wanted to know more about canonical law, let us say, would scout around until they found somewhere a man learned in the subject who, for whatever consideration they agreed upon, was willing to instruct them The practice is completely reversed now, and a faculty of instructors issues a thick catalog listing the courses they offer to teach and then go scouting for students. It would be difficult to say that either procedure is better than the other, but the later one is administratively simpler and better adapted to the conditions that pertain since education has been popularized. For a somewhat similar reason it is administratively simpler to launch a club program by having each teacher offer two or three clubs When the students have made their choice, the less popular clubs offered are left out, are not organized, are held in reserve until there is a demand for the activities they promise The others are formed, and sponsor and students work together to revise and elaborate the prospectus for each club, then effect an organization and make a program

Each teacher, with the help of the faculty committee on clubs,

or the principal, has offered several clubs, sketching as attractively as possible the activities recommended The teacher who is an enthusiastic collector of crystals, or postcards, or autographs has written and rewritten the advertisement for his club—for it is an advertisement—packing into it all the sales appeal he can find in hopes of winning the interest of some students who will choose his club and share his hobby A copy of the club prospectus list goes to every student, and for a week there is a great deal of animated discussion Students who have chosen a club that represents their own hobby become self-appointed promoters or recruiting officers for that club. They buttonhole their friends in the corridor and urge this club above all others During the homeroom period they appeal for interest in this club and guarantee its success.

BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL
Uniontown, Pa
CLUB PROSPECTUS, SECOND SEMESTER

ARCHERY AND GOLF boys, 7, 8, 9. Mr Harned, Room 18
This club will study the principles of golf, the rules of the game and the technique, and the science of archery (bow and arrow) and the combination of these two fine sports, now very popular, called Archery-Golf Boys who join must be provided with either golf clubs or archery set

ARTS CRAFT CLUB girls, 8–9. Miss Chester, Room 10.
This club will learn a variety of arts craft work, depending on which subjects appeal to most of the members. Gesso, paper-rope weaving, raffia weaving, flower making, textile painting, and many other crafts may be studied. The expense will depend upon the crafts studied and the choice of the individual student in making products Many useful and beautiful gifts will be made by the members of this club Present members have priority

BEADED-BAG CLUB girls, 7, 8, 9 Miss Chisholm, Room 4
The girls in this club first learn to knit, then some of them make knitted garments, while others make beaded bags. The expense depends upon the choice made by the individual. Every girl is required to furnish herself with some work to do, but it may be whichever kind of knitting she wishes to do This is the second year for this club It is always popular.

CAMERA CLUB: boys and girls, 7, 8, 9 Mr Parnell, Room 22
To be a member of this club you should own a camera or have the use of one. The members learn how to take good pictures, how to develop them and print them, and how to make trick pictures of their friends. They take many pictures of the school activities and make prints to be preserved in our School Log. Sometimes the club goes on a hike to take outdoor pictures.

CARTOON CLUB: boys and girls, 7, 8, 9 Mr McKenzie, Room 8
Members of this club learn how to draw cartoons, study the work of famous cartoonists, and make cartoons for school campaigns and the Almanack. Some make collections of their favorite cartoons. There will be room in this club for as many as thirty students as the sponsor prefers to have an almost entirely new group next semester.

COMMUNITY PROJECTS: boys, 8, 9 selected Mr Woods, the Shop
Do not apply for membership in this club unless you are skilled in woodworking, for only the best workers are admitted. The members make many projects for the school: bookracks, models, stage scenery, shelves, and so forth. There is no expense, as all material for this work is furnished by the school. Present membership given priority.

HOSTESS CLUB: girls, 9. Miss Heyser, Room 2
This club is a continuation of the candy club, and, as present members have priority, there will be few vacancies. The second semester the girls will learn how to plan parties and party menus, make favors, serve party refreshments, and act as hostess at informal teas and receptions. The expense of membership will be according to the menus prepared, probably about fifty cents a month.

Youth is conservative

The best clubs are those that reveal to their members the possibilities of interests in new fields. Most high school students, thanks to the type of training we have given them, are unable or unwilling to venture very far on their own initiative. When asked to propose a list of clubs to be formed, they are pretty sure to respond with nothing whatever that is new or different. They use the old stereotypes gladly. They take the beaten path and give up readily the prospect of adventure. "Youth is conservative; youth is the Tory." Youth needs prodding and stirring. That is, youths subdued as we have subdued them in

the course of six or eight years of walking the chalk line and minding their curricular P's and Q's.

There are some schools, of course, where the students represent anything but this achieved docility. There are schools, indeed, where the students have somehow managed to keep intellectually alive and are interested in more things and better things than their teachers know about. But the "schools which are prophecies" are those where the teachers are mature adults, rich personalities with wide experience, real and vicarious, with some knowledge and some wisdom, but with much curiosity and a sharp zest for life. They are young people, whatever their age, and fit companions for youths Their interests are stable but not static They are the ones who can best be trusted to help boys and girls discover desirable interests and purposes for abundant living They are the ones who may be able to restore to them whatever part of their birthright has been stolen by the blunders and stupidities of less favored teachers

Miss Jones doubles in brass

Miss Jones "offered" the Calico-Cat-and-Dog Club, but when the club gets under way, it is not Miss Jones' club. It is the club's club It honors the principle of purposeful student activity. If it does not, it is not a club—not in *our* lexicon. Yet there are some club sponsors who, either because of a misunderstood notion of the functions of a sponsor or an uncontrolled enthusiasm for the content the club deals with, tend to monopolize the planning and the meetings By contrast, in the most successful clubs the sponsor is a member, an active member and one who can be counted on to keep interest burning high, but still a member and not necessarily any more active or any more responsible than some of the others

At least, that is the role the sponsor acts He is, naturally, more responsible than any other member, for in addition to his role as member he has also that of adviser—of guide, philosopher, and friend to every student in the club His interest in the club transcends his interest in its stated purposes as recognized by the other members, for he is concerned about its use as an agency for guidance He plays a part but is also stage

manager and a member of the production staff. If this seems too complex a position for the sponsor to take, then it may be admitted that few teachers at present are able to conceive such a part or carry it through. But they are the ones who make it worth while to write about clubs at all. There is nothing to be gained here by discussing in detail the work of mediocre sponsors of mediocre clubs.

Who must belong?

The question is always asked, "Should membership in clubs be required for all students?" The answer is, "Certainly." If clubs are as filled with potential advantages for the students as we claim they are, why should we allow any student to deprive himself of those advantages? Membership should be required. But not by dictum. It should be required by the only kind of pressure that is effective—by internal pressure, pressure inside of the student. Have faith enough in your club program to make it voluntary. Have faith enough in it to schedule it for the period before dismissal, and allow those who are not interested to go home if they wish to. Some of them will go home, maybe a third of them. But they will come back—if the club program is conceived and operated in such a way as to capitalize the normal interests of youngsters. They will come back, and they will believe in you and the club program more thoroughly than if you had required them all, whether or not, to belong to a club. They will belong because they want to, and the principal and club committee will not be worried about requiring, but about getting the club members to adjourn and go home at a seasonable hour.[1]

[1] Note that this principle presupposes a situation in which the teachers are equipped with both the desire and the knowledge necessary to insure the success of a club program. There are many situations where it would be an unwise principle to use at the inauguration of an activity program but might serve as an ultimate goal for the administrator. Note also that the choice of the last period of the day for club activities allows little or no advantage in the many "central schools" whose students are transported daily by school busses. When the busses are scheduled to leave, the students must be ready to go, for some students have no other possible transportation and are stranded at the school if the bus goes without them.

As to the other way of requiring membership—by executive order, with penalties attached for failure to obey—that is probably warranted in some cases. It is warranted, let us say, if it is the set practice in your county for the sheriff to issue an order requiring all men and women, under pain of some great unpleasantness, to be active members of at least one of the adult clubs your community supports—the Wednesday Culture Club, the Apollo Handball Club, the Croquet and Skittles Club.

The student holding quotient

Unless you make club membership voluntary and let those go home who do not wish to belong, you have absolutely no way of measuring the value of your club program. At least, you have no objective way. But if membership is optional, then you have an excellent measure. The formula is C. A. divided by T. E. equals S. H. Q. The total enrollment of your school on a certain club day, divided by the club attendance (the total number of students who voluntarily went to the club meetings) will give you the Student Holding Quotient. If the S. H. Q. of your program is below .90, it means either (a) that your students are somehow abnormal in their interests and do not find satisfaction in doing the things that usually appeal to adolescents, or (b) your club program has failed in some degree to provide opportunities for the expression of normal adolescent interests. Very likely it is this second factor that is operating to lower the efficiency of your program, and you will need to make some revisions in your policies, or improve the club list or some individual clubs.

"The customer is always right"

For several reasons that could be offered, it is not yet the general practice to make club membership wholly optional. If it is required, as English and science are required, then there are some administrative problems that must be anticipated. What, for instance, will be done about Johnny Baroni (and a great many others like him) who, having joined the

Stamp Club, after three weeks of membership finds himself wholly indifferent to the activities of the zealous philatelists who run the club? Must he stay on until the end of the semester or death from acute ennui releases him? Must the club continue to be afflicted with a member whose indifference or skepticism is a constant menace to their enthusiasm for Numidian commemoratives and special antarctica? Or should Johnny be allowed, without too much ceremony and red tape, to transfer to the Quoit Club, which he wants to join? By all means, let Johnny transfer

Perhaps it is worth while to require some checks to prevent wholesale transfers. The student may be asked to secure a copy of the *Club Transfer Form* and to submit it, with all the signatures required, to the chairman of the faculty committee on clubs. When the chairman has initialed the form, Johnny is a member of the Quoit Club, and his change of clubs is recorded on the several records that are kept, one by the faculty committee, one by his homeroom counselor, and one by the central office

If the student's desire to transfer to another club was only a whim induced by some fancied slight, it will probably evaporate before he has gone through the various steps necessary to get his transfer. But if he is determined to drop out of the club he belongs to, no one will oblige him to remain. He will have no difficulty in gaining membership in some other club unless he has made himself unwelcome. In that case, the club he wishes to join may refuse, temporarily at least, to approve his membership. Theoretically, all clubs are open, but the clubs are allowed autonomy and no club should be expected to admit to membership a person who is known as a troublemaker. Club membership is a privilege.

The student who is not acceptable to any club as a member may be required to spend the club periods in a room set aside for such unfortunates and called, for want of a better name, a study room. While he is a "member" of the study room, he will have an opportunity to consider how he may make

himself acceptable to the club he wants to join, and the teacher in charge of the study room will give him the benefit of sympathetic counsel, for it is this teacher's obligation to help with such adjustments and keep to a minimum the number of students not active members of clubs In addition to an occasional student who has been expelled or suspended from membership in a club, and some others who have dropped out voluntarily, there will be in the study room several students who are un-social, who are too timid to enjoy informal participation and prefer to spend the club periods in diligent attention to their lessons These are the students who represent the greatest challenge for the study-room teacher By skillfully making all the arrangements, he may be able to secure the readjustment of these timid ones so that they become active, interested members of some club.

Spontaneity but not laissez faire

The word "spontaneous" is used so often in writing about school clubs that it is necessary to inject a word of explanation. It is necessary to make clear that a successful club is not one that trusts entirely to this much prized spontaneity. At least, it does not trust to inspiration, or good luck Every meeting of a good club is planned, doubly planned It is planned by the members of a program committee, without interference but with just enough help from the sponsor. It is doubly planned, for there is a contingent plan to use if the first one is upset. The Dramatic Club has planned to use the stage for rehearsal, let us say. But when the time comes, it may be necessary to give up the stage to the Dance Group Then the contingent plan will probably save the Dramatic Club from the demoralizing experience of having nothing to do for the period The most promising clubs go on the rocks if, owing to bad planning and bad management, there are two or three successive meetings when the members have nothing to do A program committee that works things out for several weeks ahead can do much to guarantee the success of the club, and

it is allowable to request that every club submit to the faculty club committee (or the student council committee on clubs, or any other supervisory agency) a week in advance of the date an outline of the plans and contingent plans for the meeting. It is not the idea, of course, that the plans must be approved, but only that requesting plans in advance gives some assurance that they will be made and that the meeting will be a good one and that the club will be successful. Having plans does not spoil any of the adventure but enhances it, so long as the plans are made to serve the club, not the club to serve the plans.

Paper flowers grow at home

Almost all of the things that are worth doing are time consuming. It stands to reason, then, that one period a week of approximately sixty minutes would never in the world be enough time to indulge a really absorbing hobby. The club period represents only a small part of the time that the members, in most cases, spend on the activities about which the club centers. It is no more than a weekly convention of the aviation enthusiasts, a weekly rehearsal of the harmonica players, a weekly curb market for stamp traders. It is a revival meeting, an evangelical meeting, a confessional for all those who have faith, or can be converted to the faith, in archery, or chess, or radio, or paper flowers. Just as truly as religion is not something to practice one hour a week—from eleven until twelve, Sunday mornings—so these various worldly faiths are not held sacred to the club period but are practiced every day of the week and wherever time and circumstances allow. The club program that offers most for those who are active is the one that is filled with suggestions direct and indirect, of things to do between one meeting and the next. A club that fails in this in a large measure fails to become a significant factor in the lives of its members. It is something wholly incidental.

If we schoolmen were not so much in the habit of thinking in terms of scheduled periods with a set time and place for this and another for something else, and everything done piece-

meal, it would not be necessary to examine so carefully the policies we have used to govern school activities Why, for instance, do we assume that one period a week is enough for club activities? Will not some clubs require much more time to do some of the things that are worth doing?

What price freedom?

It will never be possible to tell accurately or even approximately how much club programs have acted as a tonic for the old schools, how effective they have been in rejuvenating school curricula that were palsied, senile, and moribund It is quite possible that they have induced modifications that, if they are not vast ones, will enable the old system to hold on for many years The old order has avoided an educational revolution, in a manner of speaking, by providing free bread and circuses for the people The elect will still be permitted to indulge themselves with paradigms and quadratics in exchange for the concessions the school has allowed the great unwashed—gladiatorial contests in the new stadia Among a fairly large proportion of conscientious, respectable school administrators and their teachers there is still no real conviction that clubs and the rest have any place whatever in the school program They have been permitted as a matter of expediency Every day the horde of sans-culottes increases, but administrators still hope to preserve their Bourbon curriculum.

If the clubs and other life activities had not been allowed as a safety valve where rebellion and dissatisfaction could escape, the whole machine would have blown up long ago. The students would have risen in their might and marched on the high schools and torn them down until not one brick remained upon another. At least, they ought to have done that. Perhaps they will yet And in the meanwhile we are free to ask ourselves the question, "Do not the students pay too high a price for their clubs and assemblies and carnivals when these activities are traded for precious hours given to learning the meaningless abracadabra of a dead culture?"

Alpha Beta Gamma and the others

A discussion of clubs as an agency for guidance probably entails some mention of the high school social fraternity. A great deal of ink has already been spilled in an attempt to decide once and for all what place fraternities shall have It is obvious that, considering their origin, their purposes, and their methods, they are not part of such a club program as we have been discussing here. They probably get out of hand sometimes, but as often they can be used to promote the guidance ideal if the faculty sponsor accepts this ideal and recognizes what possibilities the fraternity offers for its promotion. Essentially, the high school fraternity is a vestige of the preclub era It was necessary, perhaps, as an agency for providing something that the preclub academic high school did not offer. It survives because it does not know how to die gracefully, but it is almost dead and offers relatively small appeal for democratic students where it must compete for interest with a healthy club program.

Honor societies

While not essentially related to the club program any more closely than the high school social fraternities, the honor societies are potentially a more worthy guidance agency. Their potentiality lies in the fact that they may provide a desirable form of recognition for something that is eminently desirable among students—scholarship. The honor societies at present operate under the limitation imposed by the type of accomplishment that they identify as scholarship, for scholarship is taken to be success in passing examinations and meeting the other requirements set for those who wish high marks. It is possible that a student might be scholarly and still get high marks, but such marks more commonly signify only that the student has sacrificed his creative intelligence to the static purposes embalmed in a syllabus. The honor societies, wherever they allow genuine creative scholarship to be confused with nothing better than glorified docility, are no more than a part of the

sorry plan of extrinsic motivation for getting students to walk the academic chalk line.

No gong sounds

There may be a gong that sounds when the club period has ended, but there is no gong that rings automatically when a club has come to the end of its journey and ought to be dissolved. There are clubs that live as long as turtles. They outlast generation after generation of students But there are other clubs whose life span resembles that of the May fly; they live, figuratively, only a single day Time does not exist for the turtle or the May fly, and it is not a valid measure of the virtue a school club may attain. There have been clubs which sprang up in the middle of the school term, carried on an intensively interesting program for six weeks, and then dissolved completely This can happen, of course, only where the administration of the club program is so flexible as to allow for the explosive bursts of new interest among students, and only where the sponsors and administrators realize how short-lived some of these interests must be. Nothing is worse than to see a club trying to carry on long after it has run its course But administrative expediency sometimes dictates that clubs must run from term to term, and once the student makes his choice he has to accept the fortunes of the club; if it goes to seed, he must stay on and go to seed with it, if it accomplishes its purpose he must stay on counting the days until the end of the term signals his release Interest is expected to play handmaiden to the clock and the calendar.

However, even in schools where the administration does not impose such impossible conditions, it is common to find that the students and sponsors do not know when to stop, or else they do not know *how* to stop a club And clubs have to be stopped as well as started. Every book that deals with the administration of school clubs gives page after page on when to start and how, and who should propose the club, but we take this occasion to propose that it is important to stop a club. Unless it is rounded out properly, with due regard for the

subject and the interest of the students, it is not likely to be a satisfactory experience. In writing a play or a musical composition or an essay we always try for a good climax and a good ending. But it is harder to direct a club to an artistic completion of its work—it is harder but just as desirable.

Sufficient unto the day are the evils—and the good

It is a dangerous thing to begin to look critically at a club program to discover what carry-over is assured or likely—what activities will continue to interest students when they are grown up. Unquestionably some clubs do furnish for some students more or less lasting avocational interests. These interests may be indulged intermittently, waxing and waning with the moon or the seasons, but they are always a part of the individual's resources On the other hand, there are clubs, especially in the earlier secondary grades, which have no follow-through to speak of, and yet they are admirable clubs. They provide activities that are peculiar to childhood or youth and no part whatever of grown-up life They are valid activities if they fill some need and help in the growing up. And it would be too bad to ask all clubs to be the kind that bear their richest fruit years after the clubs are dissolved and the youths have achieved maturity Certainly the bogey of deferred values should not be allowed to haunt the club program as it has haunted classroom instruction. In the life of a youth one today is worth a great many vague and unsecured promises.

The case for clubs that are indigenous to the province of childhood emphasizes the case for those which form a strong bond between youths and adults After all, as has been said many times, youth is a condition of the mind, not a quality measured in years. Perhaps there are very few people so hopelessly grown up that they do not frequently enjoy the urge to play games that are the special privilege of youth, or to ride the prancing hobbies that are commonly branded with youth's own brand. They follow these wholesome urges as far as our stern old folkways allow them. Surreptitiously men steal away to their elaborately furnished workshops in the basement to spend

timeless hours on ship models, train models, and a lot of other pastimes that, conventionally, only boys are supposed to enjoy. And women—do they experiment with marionettes? do they try new ways of decorating glassware? do they collect recipes for homemade candies?

The bungalow idea

It does not require any spectacular reasoning, any intricate dialectics, to make it apparent that the club program in any school would be strengthened immeasurably if it enlisted as members, as associate members and honorary members, as sponsors and associate sponsors, the young people, no matter what their age, who are actively interested in the fields the clubs represent. Why should any member graduate from a club? Jack McKinley, for three years a zealous member of the Marconi Club, completes his high school course and goes to work in a radio repair shop—why should he be allowed to drop out of the club if there is any way by which he can be retained as a member? Lackey Brashear, who played the trumpet in the school band—is there no part for him in the band now that he has completed his course in school? All the musicians grow up—vocalists and instrumentalists, violinists, baritones, and drummers What reason can we give for allowing their loyalty to the school and their partnership in its adventures to evaporate completely, when there are so many ways in which these persons and the school would benefit by continued association?

No matter what the custom is, no matter where it came from, it is indefensible that high schools should be administered as though the students were another species altogether from adults. Our social life is made up of entirely too many horizontal strata We call them age levels or age groups. There is this activity for children from nine to twelve and another organization for those from twelve to sixteen. The sixteens, according to our folkways, ought not to mix with the twenties, and the fathers and mothers ought never to engage in any cultural or social activities with their sons and

daughters. That is our custom, and it is a vicious one. It can be broken down—it wants breaking down, but this can be accomplished only by some planning. The horizontal lines will give way very easily, for they are purely arbitrary ones They can be replaced by vertical lines, lines representing interests, not ages We can change the architecture of our leisure from the skyscraper plan we have now, where one moves up from level to level according to his age, to a bungalow plan, where young people of all ages work together.

A mountain in search of Mahomet

This change is inevitable, but moves too slowly now. It needs the services of teachers and administrators who perceive clearly the nature of the experiences that adolescents require if they are to be tied into the fabric of community life They are not boys and girls today and men and women when they have their diplomas They must be allowed to achieve adulthood gradually by an increasing number of activities by which we shall exploit what we refer to as "the new leisure." If the conservative forces of the community reject whatever plans we might propose to allow young people to learn the machinery of politics or social service by having a realistic share in civic matters, they will a little more readily allow them to share in leisure activities of adults. We shall also open up our high school activities to adults The mountain will meet Mahomet halfway.

Even persons who are wholly in sympathy with the idea may say that it is impracticable, for adults work during the day, do they not? and how then can they participate in school clubs, assemblies, dramatics, debates, and the rest?

The answer is easy There are twenty-four hours in the day From eight in the morning until ten at night the schools can be open. (The school building is not constructed like a morning glory, so that it folds up except when the sun shines on it) Whatever fiction we choose to preserve about the proper bedtime for children of junior high school age, it is not necessary, surely, to pretend that senior high school students

might not take part in group activities at the school building several nights a week after dinner—particularly if the groups are "vertical" ones On Wednesday evenings, let us say, the school band practices (why not call it the community band?), and father with his trombone and son with his trumpet are there, and mother and daughter are at the school with the other women who are doing batik work On Tuesday evenings the family halfway down the next block turns out to sing with the community chorus, and Mr. Sennet, who has no family at all, is associate sponsor of the astronomy club (Tuesday afternoons) and a member of the Star Shooters (Monday evenings)

It would be a gross error to indicate that there has as yet been any wide movement in the direction of coordinating the leisure activities of youths and adults There are some promising experiments in progress here and there, but school administrators taken as a whole have so far failed to see the potentialities of such a plan. In some cases they are guarding jealously their control of the school program and do not welcome what they would consider the interference of laymen In most schools, perhaps, nothing has been done because the whole staff lacks the knowledge, the vision, and the courage to attempt anything that represents a departure from the practice of last year and the years before that.

But the changes that are going on outside of the high school are nowhere more apparent than in the demands they put upon the community for provisions for the creative use of leisure. The pressure on the high school from outside may be great enough to reshape it into what it could so easily become, the American Folk School Pressure from inside, on the part of teachers and principals who have both courage and conviction, would accelerate the process The present club program, where it is not emasculated by poor administration, is one of the most effective agencies for the positive guidance of youth; but it is at present no more than a promise of what it could be made if it were expanded in such a way as to provide a natural bond of mutual benefit between adolescence and adulthood.

CHAPTER TWELVE

Guidance Through Athletics and Health Education

THE PHRASE "physical culture" is a good one, logical and impressive. It ought to be a part of our educational vocabulary, but it is not. The words are likely to call at once to mind the patiently distorted men who look sternly at us from the pages of advertisements in the Macfadden magazines Some of them wear a leonine pompadour, suggesting Samson in his glory; others are tonsured like Japanese wrestlers They are costumed in no more than a loincloth, or else in the less revealing but more romantic leopard skin They lift weights They break chains. But always they look out from pages and posters at us with something that is reproach but not quite scorn, as though, flabby and wilted as we are, they still hope that we too will, in fifteen minutes a day, achieve chest and shoulders and biceps like theirs.

But those of us who have even twinges of sophistication know while we are envying them that they are grotesque. Theirs is such a perfection as the Japanese have achieved with goldfish, selectively bred through hundreds of generations. The big-muscle men have acquired their development, of course, in a different way and by their own effort, but they are like the fan-tailed goldfish because their unique characteristic is decorative only, and not useful. A stevedore or a blacksmith who has earned his muscles honestly and spends them honestly is not grotesque, but the strong men who have nothing to lift but weights are bizarre Their muscles are academic Theirs is strength for strength's sake

To a much larger degree than it is comfortable to admit, our health education programs have been similarly academic. Growing boys and girls have not the capacity to develop clusters of bulging muscles, but our gymnasium work has frequently been calculated to make them muscle conscious, on the assumption, apparently, that being healthy is being physically perfect, and being physically perfect is having big muscles —having them to have, not to use.

Pick-and-shovel athletes

In the gross motions of men who are skillful in doing physical work there is as much to be admired as in athletic feats. The longshoremen handle bundles and crates with a power and beauty of motion that goes unnoticed The rhythm and precision of men cutting corn, tossing rivets, or piling lumber is not less thrilling to watch than the comparable skill of the champions in golf or polo or tennis. It is understandable that we should commonly see no comparison For work is work, and work, we are sure, is inevitably painful and hard —something to escape from and never potential with the dramatic pleasure we find in some other effort called play. Yet in all times in all countries there have been men who acclaimed as athletes and champions the ones who were the most skillful and quickest at work. The lumberjacks find their champions in the forests; the cowboys find theirs at the rodeo. Whoever will stop to look for skill and grace, for science and art, in the best work done by the masons, the carpenters, or even the pick-and-shovel men will find there is something gratifying to see, something that is missing from the effete activities of the weight-lifters, the shot-putters, the hurdle-jumpers.

Perhaps it is almost gone—the pleasure and feeling of power men had in good work. Abe Lincoln today could not be the best among rail-splitters, for nobody splits rails today, a machine splits the rails, a machine digs the ditches, a machine does or is on its way to do most of the work that men, perversely, gloried in doing by their own strength, skillfully used. When the machines some day do all the work, all muscles will be

effete, superfluous, affected, useful only in doing unuseful things. But there is still time to honor all who are athletes, not just those who bat .400, or those who make end-runs, or those who break ten seconds on the track, not only those who are champion players, but all the others as well who are champion workers And perhaps there can be medals for the boy who pitches hay!

Aesthetic reasons

It is important to admit here the desirability of physical perfection, so long as this perfection is not defined too largely in terms of strength For aesthetic reasons alone we could justify a large expenditure of time and effort to make the attainment of such perfection more general. Any person with sensibilities and an appreciation of the intrinsic beauty of the human figure avoids the popular bathing beaches. One visit to Coney Island on a summer afternoon will leave an impression that lasts forever—an impression of mountains of sagging flabbiness, humanity distorted into an endless variety of gargoyle ugliness "In His image and likeness" God created them! He gave to all of them potentialities of physical beauty which most have either squandered or failed to invest

The impression one gets at a public beach is vivid and lasting not because all the bathers are grotesquely ugly, but, on the contrary, because some of them, the young men especially, attain a degree of physical beauty They are, and pardonably, aware of their superior form and grace, and it is by contrast with them that the others stand out in various kinds and degrees of ugliness Very likely the case for physical beauty is promoted appreciably by the beaches. H. G Wells some years ago wrote interestingly about a Utopia where there were "Men like gods," and women too, all of a perfect physical beauty They wore no clothes at all and considered those who wore them shockingly immodest. But the nudists are not all "like gods." Whatever reasons they give for taking off their clothes, it appears likely that the effect is to increase awareness of the physical self and the desire to achieve what is understood to be

good *form*, good posture, good carriage. Going to the beach or the pool has very much the same effect, modern bathing costumes being what they are Except for those who have declared themselves physically bankrupt, there is a general urge to resemble the bronze Apollo labeled "Life Guard," or the Diana who has come to swim with him.

But this awareness of the need for physical beauty and grace is not yet general in our country. In the rotogravure sections of your Sunday paper you may see pictures of young men and women marching, running, dancing, all of them vigorous looking, and grave. Whatever their purpose, it is a serious one, one that they honor They are developing a tradition that we as yet know too little about. Our emphases have commonly been on winning competitions against others, too rarely on winning against one's self. We have had our victories, we have sent our athletes to win over others in the Olympics, and our champions have been world's champions. Yet these grave young men and women marching through the pages of your rotogravure section are winning some of the victories most worth winning

Success as an intoxicant

The athlete knows the dangers of overtraining for his event, and the teacher needs to be sensible to the analogous danger of overdeveloping in his students the assurance, the courage, and those other qualities that in controlled amounts represent the essential objectives of the whole program, but in excess are ruinous An overdose of success results sometimes in a toxic overconfidence, or in confidence misplaced. The star pitcher on one college nine swaggered into the editorial office of the college newspaper to ask that he be allowed to write a sports column with his name and picture at the top He had no experience in writing and had nothing to write, it developed. But he fancied having his picture in the paper and was confident that, being a good pitcher, he could also write. There was a champion heavyweight boxer a few years ago who resigned his title and turned author under somewhat the same

illusion. It was less disastrous than if Sinclair Lewis had decided to be a professional boxer.

The conventional practice of exploiting high school athletes for the purpose of advertising their town is barbaric Few youths are temperamentally fitted to come unscathed through the experiences that attend being a member of a championship team The physical strain on a half-grown boy who plays through all the games to the last whistle is less hazardous than the intemperate adulation that the community heaps upon him when the championship has been won. He is liable to temporary delusions of grandeur. He will become "too big for his shoes" and too big for most of the opportunities that come his way. When and if the deflationary reaction sets in, a young man, whether disillusioned and bitter, or disillusioned and charitable, has a right to accuse the school of having wronged him by allowing and encouraging his self-deception.

Fair play for athletes

The community is sincere enough in its hero worship of the boys who have won for the home town, but the teacher must see beyond the glare of the flashlights to the cold gray dawn of the morning after The name of the town in far-off headlines will delight the Chamber of Commerce, but the lines between the headlines sometimes spell grief for the young gladiators It might be good advertising but bad guidance.

The school is not for athletes any more than it is for goggle-eyed bookworms. It is not for athletes, but it should not be against them. Instead of the situation in which athletic young men tolerate the rigors of a verbalistic curriculum in order to be allowed the privilege of spending themselves in the 'varsity contests, there must be a better distribution of opportunities. The athlete cannot grow normally on a diet consisting entirely of scrimmage, and scrimmage ought to be part of the ration provided for the others, those who have become rickety from too many equations and conjugations The high school, with its forward-passers on one hand and its examination-passers on the other, has become too highly specialized. It is time to

unscramble the system, to assure fair play in the classroom The first step is to see clearly that sports are not *extra*-curricular For athletes, sports may be the very core of their curriculum.

What is the moral equivalent of 'varsity victory?

The alternative for gladiatorial contests is not mass calisthenics for half a period once a week in the school gymnasium. If strength were really the objective of gymnasium work, then those who are already strong should be excused from the customarily required classes The farm boy who gets up in the middle of the night and does half a day's work before he catches the milk train that brings him to town and to school—he does not need exercise! But he needs some other things that a sensible health-education program includes. Being a farm boy, he needs more than some others do the participation in group activities He needs to learn to rub elbows with the other fellows. He needs to learn to win and lose, all in the spirit of the game. He needs, more than city boys do, a chance to learn to play and a chance to discover himself through play. On the playfield or in the gymnasium there is something, he will discover, that he can do well, or well enough to assure him, with the requisite practice, the satisfaction that he needs

What we are saying here involves quite obviously an individualized program. It presupposes that the health instructor must be something more than a four-letter man He may have been a triple threat on the gridiron, but he must be a triple promise in the school, he must know and must apply physiology, psychology, and sociology Conventionally the high school health program is the domain of the coach He is an athlete of a kind. Usually his successes in the cultural fields have not been celebrated ones He selects athletes and drills them for the 'varsity teams, and his professional standing goes up and down according to the number of victories they win. Not uncommonly he is paid more than any other member of the faculty, regardless of training or experience, and in good years the sporting bloods of the community, who have profited

handsomely by betting on the home team, will give a banquet in his honor and present him with a generous purse Sometimes the coach is paid, in addition to his salary from the Board of Education, a percentage of the gate receipts at high school games. Since it is the athletes who win fame and money for him, it is small wonder if he pays less attention to the chaff left after he has winnowed out the ones he will develop for his teams. For these left-over ones he has little time and less interest. Since they are scheduled for classes, he gives them some perfunctory setting-up exercises, followed by a period of "free play" under their own leadership. This satisfies his conscience, for he does not know about the other purposes of a health program

If this description will do for the villain in the piece—not a great villain, really, for he plays a role assigned him by supervisors and the lay public who want the kind of service he delivers—if this will do for the villain, then it is time to say something about the young men and women who are not coaches but teachers. There are more and more of them, but not yet enough, and it will be a generation before the philosophy they hold has permeated the whole program for physical education

These teachers do not specialize in 'varsity victories Indeed, they have little use for 'varsity teams, win, lose, or draw. To them a game is an instrument, an agency for accomplishing a recognized professional purpose, and football and basketball they rate by this criterion, not by the current popularity they have attained among laymen. Yet these men (and the women too, in somewhat different fields) are athletes in a truer sense of the word than the All-American halfback is likely to be, for they have some skill in fencing, boxing, wrestling, dancing, and in aquatic, track, and field sports, as well as the currently popular games and some others that the coach has never even heard of. They may be unknown in the sports writers' roster of major stars, but they are far from being mollycoddles or dubs They have not played to the grandstand but to a vision of a world made better by means of the expansion of

wholesome recreation They are not professional athletes but professional teachers They reckon their victories in the number of individual boys and girls they have helped to be strong and straight, in mind and heart as well as muscles

The boy who did not kill himself

The story of Joseph George will do to illustrate the thesis that the gymnasium is a laboratory where we are learning some of the ways to control character development These incidents took place in a junior high school a few years ago To start at the logical beginning.

One afternoon in January the principal's secretary entered the principal's office in a somewhat excited manner and said, "There's a woman in the outer office—some kind of a foreigner and I can't quite understand her but I think she wants to see you. She's crying and a little hysterical or something Will you see her right away?"

The principal asked to have her shown in, and a dark, wrinkled woman of somewhere past fifty entered She was dressed in dusty black sateen, and over her graying hair she wore a triangle of the same material She was stooped a little, and her back was bowed from carrying a great load. She was a Syrian woman, a peddler, who went about the countryside burdened with a pack that would have staggered a camel. She carried no pack now but a heavy load of trouble.

She talked eagerly, explosively, in English that was broken and hard to speak but harder to understand Her dramatic gestures told as much as her words, and when it was all explained the principal understood that her boy had threatened to run away from home, had even threatened suicide He had not been to school in three days and would not come because the boys teased him That was why Joe would commit suicide —the boys teased him till he couldn't stand it any more. They teased him because he couldn't take his own part. Joe was a hunchback

The principal knew Joe very well, but all this was news, and bad news Somebody had slipped up if the boys in school had

been permitted to drive Joe to such extremes. Now that his mother had told the principal, she seemed relieved. Joe was her only child. She was old, his father was old They both went out every day to peddle, and there was no person to look out for Joe He was sixteen, but he had not grown well and was not strong The school should take care of Joe, his mother said; it should not make trouble for him Joe wanted to learn. He could not work, for he was too small, too weak. He *had* to go to school; he *had* to learn so that he could make his living

That was all true. Joe had been a good student, he got along well in his studies, he got good marks, he made no trouble. The principal assured his mother of this and promised that if she would send Joe to school the next day he would talk with Joe and see what could be done to make everything all right The good woman in black bent a little lower and took the principal's hand in both of hers and shook it vigorously, then she backed out of the office nodding to express her confidence and mumbling broken words to express her gratitude.

Joe came into the office the next morning before the session began. He looked sheepish and defiant by turn, but he seemed glad to be back and glad to have a chance to talk about all of the abuse, real and fancied, that he had suffered. The boys in his class section had teased him all the time, he said.

Sometimes he didn't care so much. But one thing he couldn't stand—that was last week when Mr Mac, the boys' health teacher, had weighed the class He weighed them every month. Mr. Mac had the boys line up and take their turn being weighed. Mr. Mac read the weight, and a boy he had appointed wrote the number down on the weight chart Well, Joe was the lightest one in the room; he weighed only ninety pounds But when Mr Mac weighed him and read off "ninety pounds," the boy writing the numbers put down *nine* and pretended that Mr. Mac had said nine and teased Joe about being a baby that weighed only nine pounds. Then all the other boys heard and they all teased him when Mr. Mac didn't hear them. Because he was ashamed to tell Mr Mac about the number the boy wrote on the weight chart, the

chart was sent back to the homeroom with the number still on it. Now everybody would see it and would think that Joe weighed only nine pounds. He couldn't stand it! He would run away! He would kill himself for sure!

The principal and Joe talked it out The principal explained that the weight chart would be corrected, and that nobody could possibly think that Joe weighed only nine pounds—that was foolish. The boys had said that to make Joe mad because they liked to see him get excited They liked to "get a rise out of him," as they would have said. If Joe would not get angry, they would let him alone He was as good as they were. If they teased him, he should tease back; there was something about every one of them that would be good game for teasing. Joe was not wholly convinced, but he said he would try out this plan He seemed to enjoy the prospect of teasing some himself He said it might work if they didn't all tease him at once, if they didn't "gang up" on him

Next step, the principal talked with Joe's homeroom counselor about the way things had gone and what the school could do to correct them. They carried the conference to Mr Mac and took him into it. It was not just the incident of the weight recorded incorrectly, it was a question of how to adjust the physical education work to meet Joe's peculiar need. He had been attending gymnasium classes because he insisted on attending But the nature of his abnormality made it impossible for him to take part in all the program Certainly he could not compete in games on equal terms with normal boys Since there was no changing Joe, who was crippled for life, it was the program that had to be changed, or the conditions under which he took part Finally a plan was evolved, a very simple plan, and it worked.

Joe's homeroom counselor made an appointment for Michael Joseph to see the principal. Michael was an athlete, one of the best in the school, and captain of the Corridor Patrol, a boy of some maturity, dependable, resourceful, popular with the students and the teachers, not overbright in his studies, but willing. He was the biggest boy in his room and the natural

leader of the boys. It was Joe's room, and the boys were the ones who had, thoughtlessly and without malice, driven Joe to the crisis with their teasing.

Michael came in at the appointed time, and the principal, when he had said some complimentary things about the satisfactory way in which the corridors were being managed, asked Michael to do him a personal favor. It concerned Joe, the hunchback boy.

Michael said he thought Joe and he were cousins but he wasn't sure. He knew about the teasing. Joe was too hot-headed, he said. The boys didn't really mean anything They all liked Joe well enough Joe was a good sport, except that he couldn't take much teasing, so that's why they teased him. . . .

"Yes, I know—but listen, Mike, he is a cripple. All his life he will be a cripple It's pretty bad to be that way. You can't even understand how it would be Maybe you would be hot-headed if you were a cripple like Joe, eh? Well, we have to do something to stop the teasing, because he takes it seriously and says he might kill himself if it goes on. That wouldn't be so good, would it? The boys wouldn't feel very good if something like that happened and they knew it was their fault."

"Now this is the plan First, I want you to see that nobody teases Joe, nobody in your room or any other room All you have to do is to pass the word around—don't let him hear it, but pass the word around that from now on nobody teases Joe. And if they do, they get a sock on the jaw from you, see? I want you to warn them first, of course, then if anybody teases Joe, you sock him."

"Yes sir," Michael said, smiling a little "You really mean that, do you?—about the sock on the jaw"

"Of course I mean it. But you won't have to sock anybody They all know you could do it, and if you say to let Joe alone, they will. But that's not all. There's something else just as important. You see, Joe is pretty much down in the dumps because he realizes he can't do very much in the gym But we could make him feel better about it if we'd all kind of help

him along a little It would build him up. It would build up his self-confidence. It won't be much trouble, Mike. All you have to do is to make it up among some of the boys in your gym class to see that Joe gets a little more than his own chances at the ball, if it is ball you are playing And help him to learn how to shoot a basket, and if he gets one in, make a lot of it so that he'll feel good. Do you see how it works?"

Mike understood perfectly. "Yes sir," he said, "We build him up"

Five months later—it was the evening when the school held its promotion exercises The program was over The various school awards had been presented—certificates awarded for perfect attendance, medals for this, prizes for that, the school "service emblem" for those who had served with distinction on one of the service groups, and the felt monograms that were awarded to boys and girls for achievement in the health-education department The program was over, and the principal found himself holding an informal reception, shaking hands with parents and aunts and cousins of the students who were, by the "ceremony" just concluded, promoted to the senior high school Joe was a member of the class, and he was there in the corridor waiting for a chance to speak to the principal When the crowd thinned out and Joe got his chance, he said that he would like to see the principal privately Perhaps he could come up the next morning? . . Well, it was pretty important, Joe said—important to him, anyhow Maybe he'd better say it now

"It's like this," Joe went on, "I don't want to go to senior high school, I want to come back to the junior high school and do my ninth-grade work over again Sure, I passed it all, with good marks, too But I didn't get everything I wanted I got my promotion certificate and I got this silver pin for being a good member of the Recess Corps But I didn't get a health letter, and that is what I wanted more than anything. I think that if I came back here next year I could get one of those health letters easy The reason I didn't get one was because I didn't do much the first half of the year. But the

second half I got better all the time—it wasn't till the second half that I discovered *how good I really am!*"

Joe was persuaded to go on to the senior high school on the promise that if he did not like it, he might reenter the ninth grade. But when September came around, Joe had forgotten a part of his disappointment at not quite qualifying for a health letter. There are probably a lot of rough spots ahead for a boy who is a hunchback. But Joe got over one of the roughest ones, and he is better prepared for the others because he knows how good he really is.

It might be argued that the hunchback was given the wrong kind of guidance when he was allowed to think that he, with his permanent infirmity, could ever be an athlete It may be claimed that he will overestimate his prowess and will have a sad time in store for him when he discovers the real truth about his limitations.

But Joe knows that truth and has always known it. He knew it when he was lending himself to the plan to "build him up." He is sophisticated enough to believe that he is "good" and to know, at the same time, the limitations within which he is good. It might have been possible to convince Joe that, being a hunchback, he could not have his successes on the athletic field or the gymnasium floor but would have to compensate for his inability here by some fine achievement in scholarship, or in any line of effort for which he was not disqualified

Joe will find his métier and will be successful, very likely. But there was a time when his ego would have success in athletics or nothing—not a great success, but one just large enough to entitle Joe to nourish the illusion that he might have had a greater one if he had tried for it

There are not many boys who are cripples, and most of them present no such difficult problem as Joe's when they turn out for gymnasium work. But it is still necessary that every boy (and all of this holds for the girls as well) should take some part in the work and should, through this activity, grow not only in strength but in courage, in self-respect, in the assurance that he is worthy. He should recognize some of his limita-

tions, but he should be allowed also to discover for himself *how good he really is*

Interdependence of mental and physical health

The factory stage of physical education involving drills and exercise for muscle building is becoming a thing of the past In all progressive secondary schools the health objective is more adequately and propulsively conceived As our educational policies have been modified by a better understanding of sociology and psychology, the health objective has come to cover an increasing number of aspects Most important, perhaps, is the recognition that mental health is related to physical health both as cause and result

The promotion of mental and emotional health is essential if the child's life is to be made a generally happy and satisfying one. To protect students from tasks for which they can never be adequate and to save them thus from a feeling of futility is of much importance in promoting their general physical efficiency. Competence to meet the problems of social life and to seek worthy leisure-time activities depends on self-confidence even more than it does on wise selection of food or breathing pure air or going to bed at certain times. Indeed, it is generally believed that in normal persons posture may often be more dependent on a happy frame of mind than upon any exercises that a gymnasium teacher can devise.

It is not a matter that is known objectively, but it has been known for a long time that there is such a close relation between facial expression and emotional state that one can sometimes induce a state of happiness or one of unhappiness by assuming and maintaining the appropriate expression. By somewhat the same juggling of cause and effect, the physical postures that, partly natural but more largely learned, accompany various emotional states may be used to induce, or at least to promote, the states to which each is related

That is, if you are feeling pretty down-in-the-dumps and company comes, so that it is necessary for you to wear a pleasant expression for a while, you will find when the company has

gone that your depression has evaporated You are "picked up." It is the smile you wore, as much as anything else, that picked you up. The system works both ways If you pretend to pout about something and to be displeased with things in general, you will find that in a little while you have let yourself down into a hole You no longer have to pretend that things are bad, for they have obliged you by taking over the illusion

In like manner, a sloppy, slouchy, listless posture is the concomitant of a listless emotional attitude. People who are vigorous, dynamic personalities signify their intensity of purpose by the way they sit and walk and talk If they do not always look the part, it is significant at least that we expect them to People who are self-confident demonstrate it by their stride, the angle of their chin, the elevation of their chest; and assuming these symbols of confidence gives confidence, or promotes it One has to become brave because he looks brave.

How the school gets in its own way

Students attain freedom of bodily movement, sportsmanlike attitudes and behaviors, happiness in competition, self-confidence, and integration of personalities in the activities of physical education classes progressively administered. But these same pupils may be made to sit for forty-five or sixty minutes in uncomfortable seats; they may be compelled on pain of failure or punishment to refuse help to a classmate in algebra In their classroom activities, they may earn promotion marks only by unsportsmanlike conduct in class competitions in which the least able generally "start from scratch" and the most able receive favorable handicaps owing to their biological superiority and their more adequate previous learnings. If they do not attain success under these conditions, they may develop distaste for school, habits of rationalization, and complacency in failure. Thus the gains from physical education may be largely offset through inertia and lack of coordination.

Community sanitation is frequently stressed in community civics classes as well as in hygiene instruction The students

may visit garbage and sewage disposal plants, community water supplies, the local board of health centers. Nevertheless, this instruction does not inevitably result in pupil responsibilities for clean lunchroom and schoolroom, for sneezing into one's handkerchief, for washing the hands after elimination

The large gap between precept and practice in one phase of our health guidance is amusingly pointed up in a short article by John H Treanor:

> . . . Pupils are in school for at least three hours before lunch From the moment they leave home, they use their hands They play with dogs, hop trucks, smoke cigarettes, play ball in the yard, clean blackboards, water the plants, fill inkwells They go to the sanitaries a couple of times.
>
> In the four periods of work before twelve o'clock they handle books, papers, home lessons, maps, pens, pencils. They sit at each other's desks. They swap everything they own from money on account to the latest funny-book. But they never get washed before they eat [1]

Our school designers build million-dollar palaces with enormous auditoriums and great gymnasiums and shops. But the washrooms are never adequate for the peak-load, and there is not time in our schedules for waiting in line. The result, Mr Treanor reminds us, is that the boys and girls go to the school cafeteria unwashed To bring consistency into our hygiene theory we should either discard the germ theory or manage somehow to provide both time and facilities for practicing the health principles that we piously teach and flagrantly disregard

The school's administration is sometimes so regimented that some of these matters are made none of the students' business. They file into the lunchroom, select their food, take it to a vacant seat at a table, eat it, and depart Lunchroom employees collect the plates, clean up the rubbish, and prepare for the next group The students go from recitation room to auditorium, to study hall, and back to recitation room; they know that the

[1] The Great Unwashed," *The Clearing House*, Vol 19, No 5 (January 1945), pages 313–314.

janitors clean the floors, the blackboards, and the desks. It is obviously not their business to pick up scraps of paper, to avoid entering the building with muddy shoes, to see that toilets are flushed and that wash bowls are left clean

In many schools the doctor or nurse tests eyesight and hearing, inspects noses, throats, hearts, and lungs, and fills out cards that are filed away Parents are notified, and the teachers *may*, if they wish, hunt up the information. Nevertheless, students who are nearsighted or hard of hearing may frequently be found seated at the back of the room and perhaps classed as dullards or as lazy children. Students with defective hearts may be found playing basketball or undertaking long hikes or hurrying from the shop in the basement to the science room on the third floor to avoid being late

There is the greatest need for coordination of efforts to promote physical and mental health It is unfortunate that the school's program of studies and administration has ordinarily tended to diversify. As a result of this diversification, at least six agencies are frequently responsible for one or more phases of the children's health: physical education teachers, homeroom teachers, general science teachers, community civics teachers, home economics teachers, and the school administration, involving medical inspection, janitorial services, and cafeteria management.

For good or for ill, indeed, every subject is liable in some degree to affect the health of the children. Sometimes, as in Latin or algebra, it may be merely the matter of the control of admission of light to the room, the seating of the students, the temperature of the room, and the abuse of the fear motive In the language, arts, and social studies there may be many opportunities through the writing of editorials and the preparation of assemblies to direct attention to school health conditions In the appreciation subjects, especially art and literature, students may have their interest in sanitation directed by the making of posters and by the reading of such articles in the standard magazines as are frequently stimulating to intelligent adults.

Personal appearance is a potent motive for physical improvement

To care for the teeth and skin and eyes and nails and to strive for good posture needs no further motive than the identity of self with the discriminating adolescent young man or woman who is admired because of his or her appearance

Embarrassment and unhealthy self-consciousness may, of course, result from efforts of teachers to develop such identification of self with the athlete or with the handsome adolescent There must be recognized, too, that there is possible danger of hero-worship in which the hero is the star athlete or the "swell dresser" If the school plans to use this most potent motive of *emulation,* great care must be used in promoting the admiration of the kind of older boy and girl that the school desires to have emulated.

There is no more significant and profitable an expenditure of thought and ingenuity than that given to such stage-setting. To give prominence in assemblies, in student committees, in appointing "squad leaders," and on all formal occasions to those rugged, simply dressed boys and girls who are already highly esteemed by their fellows results inevitably in fixing in the standards of the school an ideal of culture, refinement, posture, physique, and glowing health. In such stage-setting, silent suggestions, abetted perhaps by casual remarks, are efficacious. But "rubbing in" the qualities of the "models" by teacher-led discussions will almost certainly arouse jealousy and counter-suggestiveness If the selected students are worthy of emulation, it will take place automatically. Obviously, an already unpopular student should *never* be used for this purpose.

If the desire to become rugged and pleasing of appearance has been skillfully aroused, personal hygiene amounts to little more than guidance in attaining the desired ends Self-respect and self-confidence are closely bound up with appearance. An attractive hat or dress, well-cared-for hair, nails manicured, and a clear complexion may make the ninth-grade girl a smiling,

cooperative, self-respecting ally of the school's every effort Her posture may improve and her scholarship may become better and her home relationships and community activities may become positively contributory

The boy of the same age is generally less acutely affected by his personal appearance, he is more frequently reached through the social respect he gains as a presiding officer, a corridor guard, an athlete, a debater, a member of the orchestra or of the Sea Scouts Improved personal appearance follows closely on the attainment of prominence and success, however Once a student's self-respect is stimulated, an interest in all that will promote his health and, hence, his further successes, may become intense.

In every case the bases of motivation are the same, a desire to be rugged and pleasing in appearance and a belief that one is to a degree successful and can succeed more fully by effort and further knowledge Other motives are relatively remote, but they should be used for whatever they may be worth. The vocational value of health, the ideal of parenthood and social service, the joy of robust health in later life, and the relative immunity to disease of healthy persons stimulate some students to engage in a program involving self-denial and vigorous physical preparation

Only the happy school is likely to be a healthful school

Physical health is closely related to mental and emotional health Perhaps if the child is good he will be happy; but more surely if he is happy he is likely to be in good physical and mental health and hence will most probably be good Only that child is happy who respects his ability to succeed in what he is undertaking If his successful project be stealing or destroying property or violating regulations, then he will normally express himself in antisocial ways. If it be fishing or playing baseball or hiking or singing or reading, then he may be expected to express himself in harmless or desirable ways

The first duty of the secondary school is so to organize itself

that students may find varied desirable activities at which they can be in some regard uniquely successful Compared with this, all gymnasium activities, all inspections, all instructions, and all campaigns are empty and cheap

The due recognition in school procedures of Rousseau's contention that normal development cannot be had without regard to the vigor of the body "would almost automatically revolutionize many of our educational practices," says Dewey. The program for the promotion of wholesome living represents a forward thrust of this potential revolution

Among specialists in health and physical education there is a deep conviction that the relatively few minutes per week now scheduled for the programs they direct are inadequate The physical condition of young men examined for military service during the years 1940 through 1945 was in too large a proportion of cases a clear indication that the school program of health and physical education had not been effective, judged by the most lenient standards. It is a moot question, of course, as to what degree of physical strength and endurance represents the standard for which the program should aim Even the Army does not maintain one single standard of physical endurance, and it is hardly reasonable to expect that every boy who graduates from high school will have attained such strength and agility and coordination as is established for paratroopers or rangers During the war there was an effort made in the high schools to condition the young men in the upper classes for the demands of the military services, and there was a lessened emphasis on games and sport

In the future a clear distinction should be made between physical conditioning and physical growth and development The difference between programs designed to develop physical conditioning on the one hand and physical growth and development on the other is the difference between success or failure in school programs of physical education

Elementary and secondary school students are in the process of growth. Physical conditioning activities so evident during the war should not be a part of their program Less formal yet rugged ac-

tivities which will reach not only the physical objective, but the social, emotional, and recreational objectives as well, should constitute the program of the growing child If desirable rugged activities selected for their contribution to growth and development are provided for children, physical conditioning will be a concomitant of the program [2]

Guidance for wholesome living

There is a general feeling that, regardless of the almost daily talk of crisis, there will be no likelihood of war for some years. The nations of the world are almost all suffering from battle fatigue. In the United States we suffered none of the horrors of total war that our enemies and our allies in Europe endured Our gravest problem over here is to decide what to teach and when and how But in Poland there are almost no school buildings left In Germany there are not enough classrooms, not enough books, not enough teachers, not enough coal for the winter months. France is only a little better off, and England is "facing up" to another "austerity" program, which means shortages of everything for most people We are not certain how things are coming in the U S.S R., but there is no reason to believe that there is in Russia an abundance of food or clothes or books.

In contrast with the problems teachers face in almost all the other countries in the world, our problems are simple of solution. Yet we have not done all that we must do There are thousands and thousands of people in our own country who are existing on a deficiency diet. There are more who starve to death than we who are well-fed would know about. There are more lives lost in accidents than were lost in war—and *all* accidents are preventable. There are thousands and thousands of our countrymen in asylums, victims of boredom or of high-tension living or of some complex psychiatric breakdown that might have been prevented.

Guidance for wholesome living is a bigger job than the

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[2] Leslie W Irwin, "Were We a Nation of Weaklings?" *The Clearing House* Vol 20, No 7 (March 1946), pages 392–395

"coach" can do. It is one way of looking at the whole job of the whole school. And this is another way of saying that the guidance program of a public high school is unalterably tied to the program of health, physical education, and recreation.

CHAPTER THIRTEEN

Guidance Through Dramatic Arts

Here is our plea for the drama Not your closet drama, not plays to be read silently or, worse, studied—analyzed for their subplots and climaxes and all such unlovely academic viscera. Here is our plea for what we might better call *dramatics,* except that the word has connotations that rather spoil it Here is a chapter on a way of teaching and a way of learning that deserves a major emphasis in a book on guidance All of us who have begun to appreciate the potentialities of the stage for education invite the world to attend a show that has been going on for a long time and that is only beginning

It should not be necessary to make a case for acting as one of the cultural arts, a knowledge of which is desirable for all persons who wish to consider themselves educated The play is older than the book, older than the song, as old as the story, perhaps Though its age alone does not recommend it, there are other reasons why it should not be slighted in the cultural education of youths

The high school spends a generous part of a student's time in teaching him what the syllabus calls "appreciation" of literature By reason of an unfortunate set of circumstances, the art of the stage is largely neglected in the curriculum. Even the printed drama is given short shrift compared with the time allowed for studying essays and short stories and poetry. Music we teach, graphic arts we teach, but acting shares with dancing the bar sinister and may not sit in the family circle.

The traditional curriculum has it this way because acting is traditionally vulgar. In the Middle Ages, when academic prac-

tices for the western world were taking form, the humanities were in vogue among refined people, and some poetry and prose in the vernacular were appearing But players were vagabonds, mountebanks, tolerated because they amused the rabble. The scholar who allowed himself patronizingly to watch their antics would have denied them familiarity and never thought of their plays as art

And in a large degree it is so today Professors and teachers are few among the ardent patrons of the theatre. The stage and its players are still *du peuple* They have a directness, a vigor, a raciness that is foreign to all academic retreats It is this vitality, this dynamic quality, that recommends the drama for young people who have not had time to learn to prefer the abstractions and subtleties of fine literature. Acting, of course, may be as subtle, as highly refined as any other art form The point is that it is learned in a larger measure intuitively, not by effort The play's the thing to catch the active interest of vigorous young people impatient with sonnets and essays long drawn out

The play's the thing, not just because it has an immediate appeal for the youngsters who will play and the others who will watch, but because its appeal will carry through to later years Playgoing is one of those assured activities of most adults If the plays they go to see are usually picture plays, it is still true that the school, by its own faith, is pledged to help them know good plays from bad, and all the commoner refinements of the cinema

The drama, then, has a claim upon the school curriculum. God forbid that it should come to be another subject to be taught for examinations to be passed! But there is little likelihood of this, for formal examinations are going out as fast as the drama is coming in There are many teachers now who honor a puppet as much as a sonnet and see good uses for both.

Cops and robbers

If it is "apperceptive background" we want for all our teaching, nowhere is there better than what we have for every form

of acting. The child has acted from the time he learned to talk and walk His play was full of play-acting—"Pretend I am the father, pretend you are the mother." Or when the "will to power" sought expression, the child has steeped himself in the illusion that he is a person more powerful even than parents—a "cop," or else a cowboy, or a captain—someone who has a gun or other potent symbol of advantage that the child, in his own role, does not enjoy. Here was escape from the impotence a child must feel in a world hedged all around by adult Do's and Don't's!

In schools commonly guilty of coercing youths into meeting requirements that are largely unrelated to and sometimes unrelatable to their natural predispositions, it is relevant to emphasize that play-acting in any one of its hundred varieties is indisputably natural. This is not saying that acting is instinctive It means only that, in our culture at least, most children find pleasure and satisfaction in dramatic forms of play. Some of the reasons for this satisfaction may be apparent in an analysis of play

Play is explained by several different theories. One of these, widely held, sees play as practice for adult life The playful kitten chases a scrap of paper and pounces on it with mock savagery and learns in doing this the rudiments of hunting. Half-grown puppies, in the spirit of play, growl and snarl and pretend to fight each other. Boys and girls explore in a thousand ways the patterns among which they know they will choose as adults They try to "get the feel" of being this and doing that.

In the same spirit, the drama offers youths and grown-ups opportunities to practice meeting hazards that they may need to meet some day on the other side of the proscenium arch. But high school acting need not rest its case upon such grave possibilities. Its greater value is in what it helps to teach of smaller things. For instance, the backward high school boy who, in his part, has learned the polite form of introducing people has added to his own social capital, and in a way that costs him none of the embarrassment he might experience if a

teacher, in a course in Politeness, had called on him in his own person to demonstrate how one ought to introduce Miss A. and Mr. B.

The stage supplies a place where adolescents learn painlessly the social arts that one must know to feel at ease The stage gives poise, for poise is nothing more than social assurance, the security one has who feels adequate in any social setting. It is not all a matter of politeness, indeed, the adolescent will cherish most of all the precise knowledge of how to be effectively insulting He may have no desire really to offend anyone, yet he appreciates the potential advantages in having an offensive weapon for defense

Adolescence is more than anything else the period during which the youth is struggling to be accepted as an adult He has proposed himself as a candidate for adulthood He is initiated by degrees, is kept on probation Every social situation is a phase of the examination he must pass. Whatever helps him to gain adult status by the most direct way and with a minimum of errors preserves his ego and contributes to the integration of his personality. Nothing blights and withers him more thoroughly than to be told bluntly, "Why, you don't know how to act!" It follows that there is no better way to learn "how to act" than by acting, by taking temporary refuge behind a mask, by losing one's own identity and being spared the bitterness and confusion of one's mistakes In whatever degree this thesis is true, it follows that modern dramas are better vehicles than the ones that deal with other times and other manners It must be true also that one homemade play is worth a dozen of O'Neill's or Shaw's

At this point someone ought to rise to offer a resolution against youngsters who are "stagy" and affected Girls offend oftener than boys. They take every opportunity for dramatic entrances and exits. They not only act, they overact; and intolerant grown-ups set them down at once as ridiculous. Perhaps they are, but the faults they have are more easily overcome than the opposite ones of shyness, of panic in every social group, of confirmed inadequacy and failure We are in no

great danger of finding that our damatic clubs have turned out a crop of incurable smart alecks, for in our procedures learning to act includes learning when to act and how much to act Moreover, we are less concerned about acting than about boys and girls, and if the quality of their acting, both on stage and off, is not supreme, it is good enough if it has the concomitants we are watching for

Hollywooditis

It is not unusual to find that the performers in the class play have enjoyed their experience so much that there is among them an epidemic of acteritis. Not only the stars in the cast but the humbler ones who have only a line or two may come off badly stage-struck. Some friendly counseling will be necessary to help your young Hamlet to see things as they look in the full light of the afternoon sun In the words of the song, "There's a broken heart for every light on Broadway," and the high school stars who desert their textbooks for the tinsel glamour and the sock and buskin will find that Broadway is not broad, but narrower than the needle's eye through which the gospel camel finds it hard to pass But the days are gone when boys ran off to sea, and almost gone when boys or girls run off to join the circus or the stage For girls the never-never land of Hollywood is still a powerful magnet; but they have read about the seamy side, the regiments of would-be extras for every Bergman, the women who have given up their dreams of acting with Gregory Peck and are glad enough to make their meals at waiting table There are fewer now who run away from home. They run away from home assignments for a while—their algebra and Latin suffer when their vision and perspective are still hazy from the glare of footlights

Yet some do run away, to sing, to dance, to act They do not always run away precipitously but bide their time and nourish their desires and go when there is a time to go. Some of them come home with laurels enough to spite the ones who would have said, "I told you so!" The town then claims

them as its own, and the county paper writes them up, "Local Boys Make Good"

The school assembly

Many forms of the drama, in common with the other creative arts, flourish best in what we call an audience situation. Indeed, they require an audience In the high school it is an easy matter to provide the audience, for the school assembly (except in those benighted schools where the assembly is still called "chapel" and used by the principal to lecture and preach) can be the occasion for preparing and presenting a great variety of dramatic programs

The opportunity and responsibility for presenting an assembly program provide an effective social motive for various student groups to undertake serious and cooperative community projects Leaders emerge, rivals compromise, the teacher is accepted as partner rather than taskmaster, all cooperate in an endeavor to present a creditable performance

The audience, on its side, has its lessons to learn Violin strings will break, lines will be forgotten, awkward moments will occur on the part of the performers "Smart alecks" will bring the manners of the cheaper movie crowds to the school assembly There will be a rush for desirable seats, if pupils are given liberty to sit where they please. Intolerances and prejudices will crop out. Confusion is an obvious potentiality.

The audience learns something

The courtesies owed by an audience to those in charge of the assembly program must be considered in advance by the pupils in homerooms and classes. Tolerance and appreciation of every sincere effort on the part of fellow pupils or others to explain, to entertain, to persuade, and to exhibit are thus promoted so that the inconsiderate and ill-bred youths who cannot restrain their laughter, talking, and mock applause become outcasts from the very beginning

The assignment of seats to classes, the separation of boys

from girls, the regimen of passing to and from assemblies, and the degree of freedom allowed before the program begins and during intermissions involve several moot questions. Such restrictions and uniformity as seem necessary to the principal and faculty should, in any case, be looked upon as temporary expedients

It is easier to liberalize the discipline piecemeal than it is to revoke privileges unwisely accorded too early If pupils have had little or no experience in cultured society except under strict surveillance, it may be wise, during the early months of the school's experience with student assemblies, to plan such definite procedures as are indicated in the preceding paragraph Thereafter, as rapidly as it seems feasible the more mature pupils may be allowed to take their seats as they please within a restricted area; their teachers may gradually withdraw from any obvious disciplinary position. Similar privileges may then be accorded to the younger groups.

In well-run high schools pupils walk from their classrooms to the auditorium and to their seats with the same freedom and informality as characterize cultured people who attend church or concerts Their conduct during the assembly periods is similarly decorous No distrust of immaturity should be allowed to prevent high school faculties from aiming at such achievements in their own schools.

The program does not run itself

In progressive schools the determination of such policies as those governing assembly programs are left to a committee of the faculty, subject to the approval of the whole faculty, the principal, and the students. The same committee, once the policies and standards and administrative details have been worked out tentatively, may be appointed to exercise general supervision over the assembly activities, to interpret the policies, and to aid in the progressive approach to realization of the standards proposed The faculty members, once the assembly traditions of the school are fairly well established, may share these responsibilities with elected or appointed students, and

it is quite possible, especially in the senior high schools, that the teachers may be successively replaced on the committee by student members until only one, the inevitable sponsor, remains.

During the principalship of one of the authors at a representative junior high school, the Benjamin Franklin in Uniontown, Pennsylvania, assembly activities were supervised by a faculty-student committee. The chairman of the committee, a teacher who had shown unusual skill in directing assembly programs and was thoroughly grounded in the educational principles that operate to give the best results in this type of activity, became the school's authority on the subject but was always a tactful leader, not a dictator. Some one person, in practice, must be authorized to make decisions in the name of the committee, to analyze emergency situations and recommend action based on the policies the committee is organized to interpret and apply. The chairman, acting in this way, became the recognized director of all assembly activities, which does not mean at all that she directed the programs to be presented She was general manager, but each assembly program had a faculty sponsor, usually the sponsor of the student group presenting the program, who was directly responsible for supervising the planning and preparation. Basic to all supervision and planning were the "Standards for School Assembly Programs" adopted by the faculty-student committee.

Standards for assemblies are difficult to set On the one hand, they must not be allowed to degenerate into mere vaudeville sketches; on the other hand, standards must not be placed so high that endless rehearsals and drills are necessary in order to avoid criticism. Artificial and superimposed "high" standards result in equivocations and distaste Child artists are exploited, successful plays are plagiarized; pupils become puppets acting precisely as their teacher-coaches tell them to. Teachers avoid responsibilities for sponsoring assemblies because of the excessive work required to coach them; pupils are not responsible because their best efforts often result in humiliation.

Weekly assemblies should be kept so simple in type and so

reasonable in standard that pupils can initiate, plan, and prepare them with a minimum of rehearsal and coaching by teachers. The following standards, selected from those suggested by McKown, approximate those adopted at Benjamin Franklin: (1) Appropriateness, interestingness, and originality of material, and the group's resourcefulness in using it (2) Attractiveness and originality of presentation, characterization, and resourcefulness in producing stage effects. (3) Estimated value in achieving such purposes, objectives, or values, as:

Unify the school
Educate in school integrating knowledges, ideals, attitudes
Motivate and supplement school work
Inspire to worthy use of leisure
Widen and deepen pupil interests.
Develop aesthetic sense of pupil
Instill desired ideals and virtues
Develop self-expression.
Recognize worth-while achievement
Promote intelligent patriotism
Correlate school and community [1]

The committee, when the policies and standards had become pretty well known and understood through practice and through discussions in faculty meetings and in homeroom and council meetings, still exercised a careful supervision through the system by which the assembly plan operated At the beginning of the school term the committee posted a list of dates to be filled and invited each student group to select one When it was formally assigned by the committee, the group was pledged to present a program before the assembly

The next step was the planning The group, with the help of its sponsor, wrote out a general plan or prospectus and submitted this to the assembly committee for approval The committee approved or disapproved or recommended changes.

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[1] Harry C McKown, "Setting Standards for the High School Assembly," *Junior-Senior High School Clearing House,* Vol IV, No 25 (January, 1930), page 276

This censorship was not always necessary, but the committee could detect in the prospectus many elements that were better censored before they had been developed For instance, because the school was a cosmopolitan one and enrolled colored children and white, it was a standing policy to allow no minstrel shows, no "burnt cork" numbers for any occasion The feelings of the colored children were spared by this policy, and the white children were given no encouragement in the unfortunate belief that Negroes are all comics and that "blacking up" is a certain way to be entertaining When the prospectus included an imitation of Amos and Andy, it was red penciled and returned. There were also, of course, occasional programs nipped in the bud because they were off-color, immoral in ever so slight a degree, perhaps, but still not in keeping with the mores that the community wished observed in the high schools. Much commoner were the prospectuses that were disapproved because they sketched a program too long or too short for the time allowed, or because they were too difficult or too elaborate

The committee required the prospectus a month before the date scheduled, so that preparation would not be put off until too late. The committee assisted when there were difficulties about stage fixtures and costumes, and assigned time when the stage could be used for rehearsals. A member of the assembly committee attended the dress rehearsal, held usually a day or two before the scheduled assembly period, and if the rehearsal indicated that, owing to bad planning, bad management, or indifference, the program was unworthy to be presented and could not be improved enough in the time remaining to warrant its presentation, then it was canceled in the interests of the assembly audience

The assembly committee rarely had to use this prerogative. When it did, rather than have no assembly period at all, the committee used a contingent program, a stock program that could be got together quickly for such an emergency—audience singing from projected slides, or musical numbers by the various musical groups or by the more accomplished solo per-

formers, plus a short talk by the principal, if the committee were driven by the exigency to such an extremity

A program that was approved in dress rehearsal was advertised to the students by means of a synopsis distributed through the homerooms. This synopsis, prepared by members of the group putting on the program, identified by name all who were taking part, all who contributed to its success. In addition, it carried a brief sketch of the setting, the action, or the theme, revealing enough to enlist interest but not enough to give away the plot, if it boasted one The employment of this device, original with the Benjamin Franklin Committee, gave excellent results and is a distinct contribution to the technique of planning and presenting programs for school assemblies.

The critics

When the last curtain has been drawn and the student master-of-ceremonies has announced, "That concludes our program We thank you for your attention and your applause," the critics go into action They may be unofficial critics, or they may be, as they were at the Benjamin Franklin Junior High School, appointed critics or invited ones, three of them usually. They need to know the standards, the criteria by which to judge the type of program that has been given. They judge it and write their criticism. They are generous critics and eager for things to praise. It is even by praise—faint praise—that they damn an uninspired program. Their severest criticism is usually of the audience, not the players! (Broadway critics would sometimes enjoy this privilege.) Such adverse criticism as they offer is always tempered with suggestions as to why and how the matter may be improved "next time." Their report goes to the assembly committee, the principal, and the group that staged the performance. A copy is filed for reference, but it is not published.

Classroom dramas, especially improvisations

Anyone who gets about these days knows that in point of numbers the classroom play is the most important application

of the dramatic art in our whole country, provided, of course, that the word "art" is not employed in a narrow sense. In Ohio, Miss Farinbaugh's students are playing a scene from *Ivanhoe*. Down in Alabama there is a class working out the details of a scene to represent the trial of Aaron Burr. In a New York school, Shakespeare himself, costumed in his sister's hat with a yellow plume, and his own coat turned inside out so that the sleeve linings make it look very Elizabethan, is talking with Sir Walter Raleigh about America and saying some things that the historians would give a great deal to be able to find in the records.

It should be unnecessary here to describe in any detail the type of classroom play that is important not only because it represents in essence the best modern educational practice. These are not plays to raise money, or to please an adult audience, or to celebrate any great holiday. The players act to please themselves. They are their own audience, their own critics If there are some members of the class temporarily on the sidelines in the passive role of spectators, they may the next minute be called into the action of the play to represent the Christian martyrs or the Norman nobles. The play may stop and go back and start over at whatever point the actors decide might be improved. It is a serious business seriously conducted There is enthusiastic approval for every actor who creates a character or adds some little bit that helps to develop the play, and nobody, however inept, is censured so long as he is honestly trying to play his part. The best of the classroom plays are not written out and memorized verbatim and acted in conscious imitation of adult actors. Far from it. In their own minds the children are for the time being not actors with lines to say but the actual persons they represent. What they will say or do is no more blueprinted than what will happen in our own lives next week. Given a setting and a character and the merest thread of a plot to follow, the student will meet situations as they come, saying the things and doing the things that his role requires.

This is the art of dramatic improvisation. It is the way that

children carry on their dramatic play when they are not obliged to accept the restraints and conventions of the contemporary adult stage For them it provides the most pleasure because it allows the greatest amount of creativity Far from being something to disparage as childish or to allow as expedient, it is a form of acting that ought to be encouraged in the hope that some day we may revive some of the traditions of the Improvisators, the most brilliant actors in the history of the theatre. If that possibility is too remote, then the improvised play is still important because it serves, better than any other dramatic medium we know, our purpose of providing children experiences through which they will discover their power to create and come to see life as something not to be lived but to be made.

The class play

It is written in the history of education that long before our classrooms were invaded by puppets and long before the Roxy tradition and the stadium psychology were stirred together to give us pageants, there were class plays. The high schools, assuredly, borrowed the idea from the colleges But the class play is assuredly one of the veterans among our "extra-curricular" activities, the great-great-grandfather of practically all dramatic clubs and occasional courses in dramatics now scheduled in our high schools

What was written as the first half of this chapter pertains here, and there is not space left to say much more, except that there ought to be more plays and more plays, and they ought to be, in a larger degree than they have been, the work of student authors, student production staffs, and student actors. The faculty sponsor has held too tight a rein, and perhaps there has been some confusion concerning what standards are desirable and acceptable. It is difficult to discover how to get the student players to act the best they can without imposing professional standards and conventional theatre patterns on them. The sponsors have usually erred on the side of the conventions, have selected the play and dictated every gesture and intonation, so that the actors had not much more share in

the creation and interpretation than so many life-size marionettes Sponsors have had their attention on techniques rather than on students They have become producers and forgotten to be teachers. When the curtain goes down on a school play, the technique evaporates and there is nothing left of the play except the changes that have been produced inside of the young actors and the audience If the changes are good ones, then the play was a good play, no matter what Broadway critics would have said of the acting

This is the crux of the whole matter assembly programs and these other forms of dramatics are important devices in guidance because they provide an infinite variety of opportunities for shared experiences Those who are rich in talent and skill and the others less talented and less gifted can be enlisted in a dramatic project in such a way as to assure for each a share of the personal satisfaction that one experiences in performing well something he can do that is socially approved There is no more wholesome escape from the musty verbalisms of the old teaching than one can discover wherever a school is employing skillfully these dramatic techniques They are activity techniques, they are socializing techniques, they are, *par excellence,* techniques of self-discovery.

"Education in 1947"

Floyd Dell was one of the most penetrating lay-critics of education when he wrote *Were You Ever a Child?* [2] He missed his guess when he wrote (in 1921) about the schools that would emerge by 1947, schools in which most of the learning activities were built around the stage Although he missed the year, the guess he made was one that ought to have come true, in some schools if not in all. A stage is a whole method of education, if all its potentialities are used In 1947 or in 1974 the principles held or will hold, provided, of course, that teachers who are creative persons in their own right use the stage as a me-

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[2] *Were You Ever a Child?* New York Alfred A Knopf, 1921, Chapter XXVI, "Education in 1947 A D"

dium through which students may enjoy creating in a living, fluid art that is older than time yet always new

The dramatic arts provide some valuable procedures for a school that puts its major emphases on the development of the individual student as a worthy and effective member of a social group.

CHAPTER FOURTEEN

Guidance Through Student Participation in School Management

CHARLES DICKENS was one of the most effective critics of the schools of his day in England. Conditions then were so bad that they lent themselves easily to the melodramatic treatment by which the author exposed them in many of his novels. One who follows young Nicholas Nickleby, for instance, will be introduced to some of the dark pictures that were representative of what passed for education in too many schools of mid-Victorian England. Dickens, of course, used a certain degree of artistic license in drawing, or overdrawing, the picture, but it will be interesting to go with young Nickleby to a session of the school for boys conducted by Mr. Squeers:

After some half-hour's delay, Mr Squeers reappeared, and the boys took their places and their books, of which latter commodity the average might be about one to eight learners. A few minutes having elapsed, during which Mr. Squeers looked very profound, as if he had a perfect apprehension of what was inside all the books, and could say every word of their contents by heart if he only chose to take the trouble, that gentleman called up the first class

Obedient to this summons they ranged themselves in front of the schoolmaster's desk, half a dozen scare-crows, out at knees and elbows, one of whom placed a torn and filthy book beneath his learned eye

"This is the first class in English spelling and philosophy, Nickleby," said Squeers, beckoning Nicholas to stand beside him. "We'll get up a Latin one, and hand that over to you. Now, then, where's the first boy?"

"Please, sir, he's cleaning the back parlour window," said the temporary head of the philosophical class

"So he is, to be sure," rejoined Squeers. "We go upon the practical mode of teaching, Nickleby, the regular education system. C-l-e-a-n, clean, verb active, to make bright, to scour. W-i-n, win, d-e-r, winder, a casement. When the boy knows this out of book, he goes and does it It's just the same principle as the use of the globes. Where's the second boy?"

"Please, sir, he's weeding the garden," replied a small voice.

"To be sure," said Squeers, by no means disconcerted 'So he is B-o-t, bot, t-i-n, bottin, n-e-y, ney, bottinney, noun substantive, a knowledge of plants. When he has learned that bottinney means a knowledge of plants, he goes and knows 'em. That's our system, Nickleby; what do you think of it?"

"It's a very useful one, at any rate," answered Nicholas

"I believe you," rejoined Squeers, not remarking the emphasis of his usher. "Third boy, what's a horse?"

"A beast, sir," replied the boy.

"So it is," said Squeers. "Ain't it, Nickleby?"

"I believe there is no doubt of that, sir," answered Nicholas.

"Of course there isn't," said Squeers. "A horse is a quadruped, and quadruped's Latin for beast, as everybody that's gone through the grammar, knows, or else where's the use of having grammars at all?"

"Where, indeed," said Nicholas abstractedly

'As you're perfect in that," resumed Squeers, turning to the boy, "go and look after *my* horse, and rub him down well, or I'll rub you down. The rest of the class go and draw water up, till somebody tells you to leave off, for it's washing-day tomorrow, and they want the coppers filled"

So saying, he dismissed the first class to their experiments in practical philosophy, and eyed Nicholas with a look, half cunning and half doubtful, as if he were not altogether certain what he might think of him by that time.

"That's the way we do it, Nickleby," he said, after a pause.

Nicholas shrugged his shoulders in a manner that was scarcely perceptible, and said he saw it was.

Whatever the faults of the educational system employed by the learned Mr. Squeers, it could not be called academic. It

was eminently practical and purposeful from the viewpoint of the villainous schoolmaster who used every device to exploit his pitiable wards Very likely his counterpart is not to be found in England or America in this somewhat more enlightened age. But a modern Dickens would not travel far before he could find, even in our public schools, the pedagogical heirs of the infamous Squeers. They are working for a somewhat different kind of advantage, and their procedures appear on the surface to be less objectionable, but the system is very much the same. Frequently they use the pupils for no other reason than to get some difficult or unpleasant work done It is no real concern for the good of the child, but some other expedient, some private motive that is behind the plan

"Student participation in school management" is sometimes no more than the plan of an ambitious administrator to attain for himself the approval of his superiors by installing an organization that, superficially, appears to be genuine If another school has been praised for its court of honor, its student congress, its traffic squad, our Mr Squeers will copy the form of these in his school for the advantage he may gain

But there is no short cut possible to the kind of student participation that is educationally defensible A competent inspector will sense at once what is lacking The hand is the hand of Esau, but the voice is the voice of Mr Squeers. In the school so organized the groups through which students are said to participate in the management of the school perform the motions, but every student and every teacher knows that Mr. Squeers owns the school. They may dance, but he will call the figures, and he will take the bows and collect the principal rewards

If the superintendent or the principal takes you through the school to show you the institution at work, he may be able to persuade you, as he has persuaded himself, that his student organizations are models of educational proficiency. But you will be wiser if you make the inspection accompanied not by the administrator or by a teacher, but by a student or a committee of students From their explanations and their answers

to your questions you will discover whether their activities are merely prescribed routine to which they lend themselves indifferently, or whether the students are root and branch a part of the plan, a plan they have shared in making and developing for accomplishing purposes that they not only understand but *feel,* feel in their bones and their marrow On your inspection with the student guides you will discover who *owns* the school.

To whom does the school belong?

According to the law (the school codes of the various states and the legal decisions by which these have been elaborated), the administration of the school is altogether an adult function and is not at all related to the curriculum The law was written by lawyers, not educators, and a great deal of water has gone under the bridge since the legislators drafted their law, so that there is a large disparity between the statutes and what is becoming general practice in education For instance, in the sight of the law the school building belongs to the state, and the pupils who flow through it, generation after generation, occupy it only as transient guests (brought to school by the scruff of the neck in some instances, but guests). The Board of Education, according to the law, holds in trust all school property, buildings, and equipment, and employs school officers and teachers to direct the use of these for the instruction of the children What is axiomatic in the legal aspect, however, appears absurd from other points of view Higher than the statutes is another law, a natural law, which all children recognize intuitively—the law of use—*the school belongs to those who use it.*

Educationally there is no other way to regard the ownership of the building and equipment. If the child is to be educated for social adequacy through socialized participation in school affairs, he must belong to the school But belonging is a reciprocal relationship; he cannot belong to the school unless the school belongs to him This ninth-grade boy owns nothing in the school in the sense in which ownership is established

by the statutes, yet he will be heard to refer glibly to *my* school, *my* teacher, *my* class, *my* desk He owns the school, certainly, in partnership with many others, and in the degree in which he is aware of his ownership he is aware of the responsibilities it involves. It is a subtle relation; as he becomes a part of the school, the school becomes a part of him In an immeasurable way but a real way he leaves something of himself in the school and takes away with him something else that is a part of the living spirit of the school As he has been born flesh of his mother's flesh, so he is reborn every day as the son of his alma mater

In the traditional school it is true enough that the school belongs to the state, and all the things therein; the student feels no more affinity for it than he does for his dentist's office But in the new school it is inevitable, and altogether desirable, that he should own the school and belong to it in the same degree that the principal or the most firmly established teacher has this experience of reciprocal possession.

Ownership entails obligations

It is simple to determine when a student has taken possession of the school He will certify his ownership by many overt acts. As he goes through the corridor, he stoops to pick up a scrap of waste paper. He concerns himself to see that the picture in the library is put back on an even keel. In the washroom he takes care that the basin he uses is left in tidy condition for the next person. It is his school, and he finds pleasure in living in it and in having it in the best condition for use Such an attitude is not priggish or unnatural. It is a positive attitude, learned in a situation where a positive attitude gives more satisfaction than the destructive, mucker attitude one finds so frequently that it is mistakenly thought of as the natural attitude of youths

There are schools, of course, where infinite patience and superlative skill are necessary to establish generally the aggressively constructive interest that prompts youths to prefer civilized modes of behavior Patience and skill are still rare

commodities, but the education of youths begins with this civilizing process, or it does not begin at all

Though it may seem to go somewhat too far into the metaphysical aspects of this matter, it is worth while to note here how closely related are the sense of self and the sense of possession Having and being are overlapping concepts You identify yourself in a measure by what you have, and you know your neighbors as persons partly in terms of their property "That man is the man who owns the boat, and the other man is the one who has bought the cottage on the bluff."

Possession, however, is certified by use in this respect What a person owns and uses is a part of him, and its real value depends on how wisely and how well it is used, that is, on how much it is enhanced by the value or quality of the owner The dog in the manger was in possession only in a negative sense. Even in law the element of use is recognized as an aspect of possession, as exemplified in the right of eminent domain

Our conclusion, then, valid in both logic and practice, is that the personality of the individual student is enriched when he is encouraged to believe that the school belongs in part to him, when he is allowed to discover and practice ways in which to demonstrate constructively his partnership in the enterprise

Education for having or for being?

The general notion of property rights is undergoing extensive revision during our generation. Capitalism can survive as the basis for our economy only if it can be demonstrated that the owners of private property know how to employ it consistently for the commonweal Any other economy, whether it emphasizes private ownership or socialized ownership, would serve the public interests in proportion to the degree in which those charged with the control of property were able to discharge wisely the obligations that ownership entails

To guide adolescents effectively toward social competence, then, regardless of what changes may take place in our economic organization, we must give them practice in *having,* in realistic possession as established by wise control Conven-

tionally, our teaching has been largely on the side of preparation for *getting*, for acquiring property for private advantage. Economic success, in our culture, is often measured by the extent of material possessions, rather than by the more fundamental consideration of how they were attained and how they are employed The schools today can scarcely do less than follow the general public interest in improving the social dividends from all property. The legislatures and the congress will grind out laws to enforce greater social control of private property or to effect the social ownership of certain property, especially public utilities But such laws mark only the beginning of a greater need for public education in the ethical functions of possession

It is inevitable that all of our social institutions, from the family and the church to the courts and the universities, will be engaged actively in this process of refining the social concept of property But the school, as a controlled environment, socially maintained for social ends, is the ideal place for practice in having In the school our richest possessions, obviously, are not material ones Our great wealth is of the spirit It is inexpendable, inexhaustible It multiplies and expands through use, and the more widely it is shared, the greater its value to all who share it We give it away, and by this daily miracle, greater even than the miracle of the fishes, we still have it, enhanced in value, to give away again

The young vandals who have so frequently initiated their own misguided plan for participating actively in the ownership of the school—they are at fault when they steal toilet fixtures, shop tools, library books, and anything else that is loose or can be pried loose, but their fault is less than that of the school officials who have failed to see how the school, as a civic institution, must serve these youths. The school belongs to the city, and to the state But they *are* the city, and *they are the state,* these prancing, unbridled youths, indifferent to the golden wisdom of "those who know best" and determined only to squeeze out of this hour and the next whatever offers of immediate pleasure and satisfaction for them They are the

state, and the state belongs to them, the state transcendent that must be brought out of the ashes of our today. But how will the school civilize these young barbarians? How may we recapitulate two thousand years of social living?

Civilization as an objective

Civilization is a state of social progress in which the individual bears a relation to the group involving certain rights and certain duties Until a people achieve civilization, they live in a state of savagery or barbarism It might be said also that the individual in a civilized society is a barbarian until he achieves citizenship by assuming the status of citizen (from the Latin *civis*), with its attendant privileges and obligations

But the individual does not assume citizenship by putting on a garment, nor by any ceremony or oath or initiation, at least, not in a democracy. Citizenship in a democracy entails active participation, extensive participation, intelligent and wise participation, and is a cumulative process by which the individual may become increasingly civilized This process of civilization, obviously, cannot be deferred until the individual has attained the legal age at which he may vote, it begins when he is a child at home, it continues when he is a pupil in school; and his whole education, so far as it is a matter of public concern, is directed toward making him more effective in the performance of his civic duties.

Education for citizenship in a democracy

An industrial engineer, before drawing plans for a factory and machinery, would have a right to know what kind of article, precisely, his concern wished to produce. It is apparent, by the same token, that before planning the experiences through which the public high school may provide precise training for citizenship in democracy, we might agree as to what social ideals should be realized ultimately through a social organization that is democratic in form and methods What is assumed in our practice? What faith, what philosophy, what set of political ideals lies underneath our routine?

Any study that deals realistically with a problem concerning the public schools in the United States must clearly recognize the political nature of these schools. Because "political" is a word that has acquired an odorous secondary meaning, there are some who would choose not to emphasize the connection of the school system with the government, but the fact remains that public education, from the foundation of the republic to the present time, has been a political function

Education, then, has direct obligations under a democratic form of government. It must convey to each individual the meaning of democracy, it must inculcate in every student a fervid belief in the democratic ideals; and it must train the student in the techniques by which these ideals may be effectively applied, and, most difficult of all, must educate him to appreciate the desirability of constantly improving our social institutions and working out better applications of the principles of democracy. Only in the measure in which our public schools perform these duties are they living up to the spirit of their contract with the people who are the state. In direct proportion to their effectiveness in performing these responsibilities they are carrying on the tradition in which the American public schools were established

Student government

The term "student government" is widely used, but it is a misnomer and responsible for some unfortunate misunderstandings. The lay person, insufficiently informed as to the purpose of the plan of some organization for some student participation in school management, picks up the phrase and assumes that it means what it says literally. Having jumped to this conclusion, the patron of the school may take the next opportunity to buttonhole a member of the Board of Education and to protest against the "foolish and radical ideas the superintendent and the principal are fostering in the high school."

The teachers and other school officials are commissioned by the state to exercise disciplinary authority *(in loco parentis)* over the students While holding their positions they could not

relinquish this authority, for it is not a privilege but an obligation entailed in their professional service (There is probably no case on record where a principal has been willing to relinquish his authority, or has sought to escape his obligations, by establishing some form of organization allowing students, within certain defined limits, to share in the administration of their own activities.) School officials have good reason to guard circumspectly such authority as they are accorded by the school law or by regulations of the local Board It is not as an administrative expedient but as an educational method that they may choose to delegate, always subject to reconsideration, some part of this authority.

In educational practice this is not new or revolutionary, if one stops to consider that boys in the English "public" schools have a tradition of self-government in certain matters that extends back through many generations and is not regarded now as experimental in the slightest Their tradition has developed along lines wholly different from the plans that are most successful in American high schools, for conditions and purposes in the English and American secondary schools are not at all similar. Yet there is much we might borrow or adapt from our British cousins when we understand the full meaning of the familiar quotation that "the Battle of Waterloo was won on the play-fields of Eton and Harrow."

If students profit in the English schools by sharing in the management of their own affairs, it is because their plan of training for responsibility evolved out of the lives and problems of the boys It was not developed by the headmaster in his study and superimposed on the school. In most of these schools the masters give no official recognition whatever to the student organization for self-discipline, though it is unofficially recognized as no less important than the formal academic curriculum. No boy is given the official stamp of the school, no matter how perfect his scholarship, if he fails to qualify according to the high standards the students maintain in matters of personal honor and social responsibility. It is quite possible that the American high schools, when they are as old

From "Your Children and Their Schools," Los Angeles School District

GOOD FOOD AND FELLOWSHIP ARE NOURISHING

as these English schools, may have evolved an equally effective tradition of self-control This evolution can be consciously and intelligently directed by the school faculty Instead of an official pretense that the organization for student management does not exist or is not important, we shall recognize it openly as one of the most valuable agencies through which the school may guide (that is, inspire, then educate) the students who are preparing for active democratic citizenship.

Government is the crystallization of custom

The evolution of a system of democratic social control in the high school must recapitulate most of the steps by which democracy in the world outside has evolved. Progressively, from simple problems that occur in the association of small groups of individuals to the more difficult and complex issues confronting a larger and more complex group or confederation of groups, solutions are tested and proved and converted into rules and regulations, or mores and laws Even though the school is a controlled environment and offers problems entirely trivial compared with those the race has met (famine, war, pestilence, flood, and greed, for instance), it cannot establish a sound tradition of socialized practice except as it builds as the race did, from simple beginnings. Moreover, and what is more important, it is in simple situations that each individual must learn for himself the social definitions accepted in the group.

To illustrate, it is in the homeroom group that boys and girls must learn responsibility, not as a precept, not in the form of copybook maxims, but in terms of the penalties they are certo suffer if they fail to do what they have agreed to do for the group. The chairman of the attendance committee fails twice to attend the meeting of his committee, another chairman is chosen. The forward on the homeroom basketball team does not turn out Saturday morning for practice, another boy is given his place on the team. And so on, with stimulating group approval as the reward for the instances when the indi-

vidual does perform as he is expected to, or even better In such face-to-face situations the student learns the meaning of honor, loyalty, truth, sportsmanship, neatness, punctuality, tolerance, courtesy, and all of the other virtues that, under the guidance of wise and friendly teachers, are made operative in the activities of the group

When a group has worked together long enough so that, with a modicum of direction from the teacher, it enforces by social pressure the observance of these group customs, it has achieved then such a degree of morale that it is readily to be trusted to handle as a group some of the issues that confront the grade of which it is a part, or the whole school.

The students who compose a homeroom group may be members of various clubs, in each of which there will be opportunities for the transfer or social habits and ideals learned in the homeroom. The weekly assembly program provides another *Gestalt,* another situation in which the habits already learned must be reorganized to be effective As a student grows in social power, as his horizons widen, he is able to identify himself actively with larger and larger groups, maintaining most of the loyalties he has made in the smaller ones He has learned how to control himself in most situations, and by doing so he contributes the control that his group exercises over others who are slow to learn, or reluctant to observe, the conventions of polite behavior.

In a well-organized situation, learning the social conventions is not at all a matter of conforming, of complying It is not a passive adjustment but a dynamic one. The individual student is free to inquire concerning the reason for the regulation he must obey, and even though his obedience, in the interest of some larger purpose, is imperative, he is encouraged to maintain a constructively critical attitude toward the regulation he challenges and to offer suggestions for an alternative. He is a citizen in the school, and it is not counted as disloyal when he practices his democratic right to serve the school by expressing a minority opinion.

The student council

The idea has got about that student participation in school management begins when a student council is organized. This is entirely a misapprehension There are some schools that have quite effective student control without maintaining a council. As an alternative to organizing a council, which is conventionally made up of appointed or elected representatives of the various clubs, homerooms, classes, and other small student groups, the school may carry on the deliberative program for discussing policies, plans, and regulations by stated periodical forum meetings in the auditorium This plan is much closer to the democratic ideal than any other plan requiring the selection of group delegates or representatives or councilmen. It is the recapitulation of the Athenian assembly, but it has its modern counterpart in the New England town meetings. High schools enrolling fewer than five or six hundred students (and the great preponderance of American high schools do enroll fewer) might employ the forum plan with advantages that are apparent, advantages entirely peculiar to this plan and not operative in the student-council plan.

It is fundamental, of course, that the school must not call a forum meeting merely in order to have a forum meeting. Such a meeting is called when it is urgently indicated as an occasion for the discussion of issues or the transaction of business within the limits of the authority that has been definitely delegated to the forum group.

In those elephantine organizations that have grown up in some metropolitan centers, high schools enrolling from five to ten thousand students, the school forum is obviously impossible. Other alternatives have been employed successfully, however Quite frequently grade forums are held, and these present the special advantage of a group somewhat more nearly homogeneous as to age and civic comprehension than the school forum. An innovation worthy of special attention is the plan by which a school too large to allow the advantages

possible in smaller schools is divided for certain activities into several "houses," each of these composed of a portion of each grade Each "house" has its own faculty sponsors, its own organization, its own program of civic, social, and recreational activities.[1]

Bass Junior High School in Atlanta, Georgia, is literally nine "little schools" operating within the one large school Each of the "little schools" has its own student body, its basic faculty, and its own affairs. The Bass Little-School Plan of organization was developed to bring parents, students, and teachers into intimate association and participation. There are only about 140 students in each of the Little Schools Three "general assemblies" of all parents and teachers are held during each term. For the convenience of the parents they are held in the evening, and about 600 attend each assembly. W. Joe Scott, principal of the school, certifies that the plan permits a school-home relationship that has rarely been accomplished by any other plan.

If the school forum plan is followed, or some other adaptation of the forum idea, it does not in any way preclude the use of other forms of organization for planning and deliberating. Indeed, whether the school has forums or a council or both or neither, it is quite likely and quite desirable that there will be meetings of special committees, some of them self-appointed, self-constituted, small ones and inclusive ones They will meet once or several times or periodically, according to the time available and the proportions of the matter to be dealt with. It is likely that there may be some standing committees or commissions of either fixed or revolving membership, established to deal with standing problems or policies frequently in need of revision.

It will be too bad when the whole field of student participation in school control has been so thoroughly worked out that

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[1] See William R Stocking, Jr, "The House Principal and the House System in the Detroit High Schools," and Edwin L Miller, "Notes on the House Plan of Large High Schools," *Junior-Senior High School Clearing House,* Vol IV, No 5 (January, 1930)

there is only one "best" way to organize the school. For it is not a perfect organization we want so much as a perfect way of experimenting The efficiency of the school, paradoxically, requires some inefficiency; that is, the social education of youths depends in a large part on their having responsibility for innovating, for exploring, for devising and testing and evaluating new plans of social action

Our exposition up to this point might give the impression that student participation is largely confined to the discussion and deliberation that takes place in committees, council meetings, and forums. There is, in general practice, a great deal of talking and speechmaking and what must pass for deliberation. But this form of participation is for most students something to be endured, and their greatest pleasure is not in talking but in doing When a plan has been discussed to the point where some immediate action is possible, that is the time to *do* something. Once policies are established and regulations are published, there will be many students engaged in the active process of carrying out these regulations For example, when it is agreed that something should be done to keep the desks and the rooms in neater condition, a plan of action is set up whereby a corps of inspectors will inspect every desk and every room and submit a written report on conditions discovered. This plan consumes a considerable amount of activity—the activity of the students who are assigned responsibility for keeping this or that part of the room in order, the activity of individual students in keeping their own desks neat, and diligent and business-like work of the inspectors—and, once it is under way, it goes on with no more discussion or deliberation than an occasional harangue on the necessity of meeting the inspection standards, or consideration of someone's suggestions for improving the system of cleaning up or the system of making the inspections

In the Anson Academy, North Anson, Maine, a plan has been in operation that brings the students to something more than an academic appreciation of the effort it requires to maintain the school plant in good order. The principal, Robert B.

Merrill, reported some of the details by which the plan is made to work [2]

> A Building and Grounds Committee is appointed by the Student Council, with one representative from each homeroom His duties are to see that the building and grounds are kept in as good condition as possible Each student room chairman has a check sheet which he fills out daily to report on the state of his room This he presents at the end of the day for the inspection of the principal The committee meets with the principal once each week, and we discuss means of improving the building and grounds Committee members report daily any situations which need attention, and their inspection records are passed along to the room teacher and the janitor. The need for major repairs is reported directly to the school officials The cooperation of the janitor is enlisted in the program by explaining to him that we are trying to ease his work and make it more effective

We concede that such a plan may not be workable in some of the metropolitan high schools: the union delegate representing the custodians, janitors, and maintenance personnel would call on the principal to object to any discussion of such a plan It is the case again of the "poor little rich girl" for whom everything was done. There are some "private" schools where the students and their parents and everyone else who is interested turn out to dig the foundation for a new wing, or to shingle the roof, or to paint the trim. But in some schools students are not allowed to do what they could do They are not free to plant flowers and shrubs and trees They are not free to repair broken furniture or to replace broken glass in the windows. They are sometimes like prisoners in the beautiful million dollar building the Board of Education has provided for them

Even in the most liberal school, however, there are only a limited number of policies that can be turned over to the students to work on experimentally. There are many policies and many regulations that must be determined professionally; in

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[2] "Pupils Cooperate in Daily Check on School Maintenance," *The Clearing House*, Vol 20, No 7 (March 1946), pages 406–407

situations where these are effective, the students' cooperation is necessarily limited to observing them cheerfully and efficiently. For example, it is required that fire drills must be held periodically, and the regulations governing these may have been prescribed by the local fire department or other experts. When the alarm sounds, the drill must be carried out as nearly as possible in the prescribed routine

In many other matters students may be asked to assist in carrying out established regulations. Students appointed as members of the group organized to regulate passing in the corridors have a status considerably different from that of a home-room committee appointed to make plans for a party The students who participate as corridor officers, or as members of the playground squad or the assembly ushers, these and many others in a well-organized school derive their authority not from the student council or any other student organization but directly from the head of the school They are the principal's deputies, whether he supervises them directly or delegates their supervision to a faculty member or the student council. They are the principal's personal representatives, for they are carrying out for the school his administrative regulations.

If this seems to some a formalized type of organization, it is nevertheless realistic. It is an important aspect of students' participation that they should learn to cooperate in some matters by performing faithfully and to the letter such routine duties as are part of these assignments. Democracy, if it is made to work as well as it might work, will still require many inspectors and policemen and clerks. It is not all forensics.

However, this is not to say that the faithful performance of routine duties precludes the right to criticize the organization, the regulations, or the policies that lie behind such performance. On the contrary, active participation earns for the student officer a special right to suggest improvements or innovations in the province of his special service; indeed, his service is incomplete except as he performs his duties with the analytic interest and creative imagination necessary to reveal better

ways of accomplishing the social purpose his duties represent. Whether he is on duty or not, he retains the rights and obligations of citizenship. His criticisms and suggestions, offered at the proper time and place, are essential to the success of the social plan

In contrast with the "enforcement" officers, the member of the student council serves primarily as a member of a deliberative body. The nature and amount of authority and responsibility delegated to the council by the principal on one hand and by the students on the other will be quite different in different schools. The meetings of the council, which is a relatively small group, compared with the larger number of students it represents, provide opportunities for a more thorough discussion of more issues and problems than could be covered in a forum meeting. As a rule, the action of the council in any matter affecting the students is reported back to the various groups by their representatives and is subject to the approval of the principal (or the whole faculty) and the student body

There is no one desirable pattern for a student council, for its organization, its procedures, its relation to the principal and faculty, its authority over and responsibility to the individual student or the various groups that, conventionally, are represented in the council. It is important, however, that the student council should be organized and supervised so that it does not fall into the errors almost universally found in adult councils and representative assemblies. If the principles of democracy are to be maintained consistently, the council must be responsive to the wishes of the groups and individuals it represents. It can very easily fall into the opposite habit, the more easily because of the unfortunate tendency among us to delegate our civic responsibilities to anybody who will exercise them for us, and to be overgenerous in the latitude we permit our councils to take.

If there is any excuse whatever for delegating most of the civic functions we face as adults, because of the complex nature of the problems involved, this excuse must not be allowed in the school. There the issues are simpler, and every student must

have practice in making decisions and in reviewing decisions made by his chosen representatives.

The responsibilities of the teacher

A certain number of promising experiments in student participation in school management fail because the teachers and the principal are too much in the picture or too little Yet the question is not, How much should the faculty interfere? or, How much should the students be left on their own resources? The relation of the faculty members to the students, the *quality* of faculty participation, is the essential matter If the students are to learn to innovate, to plan, to execute their plans and evaluate them on completion, they must have extensive practice in these phases of social endeavor. But the teacher must teach, in the student council no less than in the arithmetic class. There is not time enough for a class of students to discover all the important principles through analyzing their own failures and successes, even if they had the depth of understanding necessary to do so The race heritage, or some important parts of it, are brought into the situation by the teacher, who will interpose advice or suggestions as often as he feels it is desirable in order to save the plan of the students from some unnecessary hazard or from certain failure To know when to stay out and when to help and how to help most effectively is an art some master teachers have learned intuitively

The position of those who are willing that student councils be given enough range so that they may make some mistakes is advocated convincingly by Earl C Kelley: "Prominent safeguards against mistakes are evidence of lack of faith, and nothing kills cooperative living so quickly as lack of faith of one part of a society in another." The veto power of the principal was surveyed informally and the results reported by Dr. Kelley.[3] It was assumed that the veto power exists in every one of the 450 schools to which the brief questionnaire was addressed concerning the frequency of use of this power. The

[3] "How Student Government Functions in 448 Schools," *The Clearing House*, Vol 19, No 4 (December 1944), pages 232–235

results of the survey were encouraging, for 189 schools reported that the power was never used, 90 said that it was rarely used, and only 134 said that it was used occasionally or often

The relation of the teacher to the students is in some ways more easily established on a productive basis than the relation of the teacher to the principal and the others with whom he works. Obviously, if a school is to be successful in educating for democracy, it must be administered in such a way as to preclude the kind of autocratic direction that most principals afford their faculties Traditionally, by general consent the principal has played benevolent despot; the pupils and teachers have cheered, saluted, and remained quiet according to a schedule issued from his office. Like a feudal baron, he has held domain over all his subjects, and in his turn has answered to his seignior, the superintendent.

In more modern schools the principal seeks to exert a positive leadership of the kind possible where he has the professional confidence of his faculty. This relation is best promoted by organizing the faculty so that all members participate actively in some of the larger problems of the school. Such participation is presupposed in any significant plan for student participation in school management and control The teacher who serves the institution not only as a teacher of science, but also as chairman of the faculty committee on grade records and reports and as a member of the faculty committee on public relations and the one on school supplies is better qualified to help students discover effective democratic techniques than was the teacher in the formal school where the principal, on the basis of divine revelation, determined in advance and ordered by official fiat every phase of teaching and learning for every day and hour of the term.

As education approaches the status of a science, it is easier to perceive that the scientific discipline will ultimately displace the ecclesiastical discipline In the research laboratory where a staff is engaged in carrying out a series of experiments to test an hypothesis concerning the preparation of a desired

chemical compound, it would be the rankest disloyalty for any member of the staff to substitute other ingredients for the ones proposed, or to record in his observations phenomena that had not actually taken place. It would be equally disloyal for him to fail to note and report to his superior any sound idea he had concerning some other hypothesis that might subsequently be tested The search for emerging truth, whether it be in the industrial laboratory or in the public high school, involves the same obligations, the same relations between the staff and the designated leader, and the same quality of professional integrity.

Precept versus example

Like Antaeus, a classroom teacher depends for his strength on contact with the real earth. Yet for a teacher or an administrator to take any active part in the affairs of the world outside the school is extremely hazardous. Sooner or later he is sure to incur the hostility of individuals or groups who will immediately take steps to secure his dismissal from his professional employment. For a teacher or principal to allow (much less encourage) the participation of high school students in any adult affairs is even more dangerous, especially if their participation allows them to discover any trace of the unhallowed practice in industry, commerce, or politics. The vigorous agents of the *status quo* will always rise up in their might and revenge themselves on the schoolmaster, whom they hate when he is a person of enough worldly knowledge and worldly vision to instruct and inspire their sons and daughters. That the world gets a little better each generation is due to the fact that some teachers dare to teach.

Articulation with adult civic problems

Boys and girls grow up. Against the day when they will be sent out to take up their share of adult worries and adult obligations, they must have knowledge of the wheels within wheels that make up our intricate machinery for social living.

Such experiences as those composing the course widely taught for seniors, "Problems of Democracy," should give the students a working knowledge of the issues they will face. The flaw in any course in civil government is that it is almost certain to be made up of textbooks, references in current magazines and local papers, and class discussions.

Recognition

It is one of the elemental laws of social mechanics that people, young and old, will work harder for social approval than they ever would for material rewards The school cannot pay money for the service performed by the traffic squad, the first-aid squad, and the other groups through which students share in control and management. But the school, the organized spirit or public opinion of pupils and teachers and other officers, is rich in this other coin by which the one who serves can adequately be rewarded

It is a corollary to the law above that, in any social institution, you get what you approve, *provided*—and this point is important—provided the individuals whose conduct you wish to influence look to you for their mead of approval, of praise, of appreciation. Some youths the schools have allowed to go so long without the satisfaction of success and praise that they have turned elsewhere for these and are indifferent to the approval of teachers, principals, and schools. Except for this group of buccaneers, there is a natural desire among students to win recognition in school, and the praise of teachers and fellow students. Indeed, it is the outlaws who most frequently distinguish themselves in the service of the institution once their confidence is recaptured by teachers who understand how the school can, and must, organize a curriculum, broadly conceived, through which these youths can win social approval. In any school there are many things they can do which identify them as active members of the school, as stockholders and cooperators in a social enterprise that can have for them enough interest and glamour and adventure to compete with the out-

of-school associations to which they have turned for satisfaction. The assurance of social approval is a potent element in motivation.

The form that social recognition will take is not a matter to be prescribed. To have one's name printed in an "honor roll" may be sufficient. To be one of the guests of honor at a party, a banquet, a reception would be adequate reward for much drudgery. Better still in some instances is the public award (at an assembly or at the commencement exercises) of some tangible symbol of the school's appreciation. The felt letters conventionally awarded to members of the varsity team are sometimes copied, with change of color or size or form, as the emblem awarded for service. In other schools the "service emblem" is a pin or key or medal of distinctive design, in bronze, silver, or gold, depending on the extent of service for which it is awarded.

The actual cost of the emblem is no part of its value. At one of the occasions when Napoleon had decorated distinguished soldiers of a regiment, a civilian observed to him, "These medals, you have pinned on the breasts of your heroes—they are only iron!" "Yes, only iron," replied the emperor, "—but men die for them."

An ultraprogressive cult in education has lately decried all medals, all forms of recognition. This is a natural repercussion from the other extreme where medals were used as bribes, as extrinsic motivation, to secure the compliance of students who disliked spinach or algebra or cod-liver oil, or whatever else was prescribed for their good. The difference between emblems as symbols of social approval for service and medals for eating one's spinach may appear to some to be no difference at all. To us the difference seems considerable, and significant. In the adult world it is an established and a gracious custom to acknowledge outstanding social contributions, even when the individuals concerned were not motivated by any assurance of recognition or any conscious desire for distinction. The chairman of the hospital board, the regent of the D. A. R. Chapter, the commander of the American Legion post, the director of

the community chest drive, the superintendent of the Sunday school—these and many others who give their best effort to the good causes they serve are conventionally rewarded, and the good causes are enhanced by the good will that is incidental to the public acknowledgment of unselfish leadership.

In an ultrasophisticated adult group service is its own reward, and it would be presumptuous to recognize any individual for doing what he should do or what he has had pleasure in doing. But high school students are not ultrasophisticated. Discriminating recognition, appreciation, and some symbol of these are educationally desirable.

Guidance potentials in student participation

In the preceding pages of this chapter the guidance potentials in student participation in school management have been implied oftener than they have been directly pointed out. Having in mind that guidance is here conceived as aiding youths to discover living purposes and assisting them toward the successful accomplishment of these purposes, it is apparent that there is an infinity of guidance situations in any well-planned organization for socialized school control. Both the individual and the group are responsive to the kind of guidance where friendly teachers communicate their faith in the attainment of a better school, a better community, a better nation. The individual takes some part of this faith, this vision, this plan, and builds on it an imaginative projection of how he may cooperate with others effectively for the attainment of some part of the whole plan. Guidance further provides opportunities for the individual to refine his plan empirically. Guidance directs him so that he profits by his mistakes and takes proper satisfaction in his success.

Guidance, if it is to live up to the concept maintained throughout this book, cannot be effective if limited to the kind of teaching that is largely telling. Textbooks, libraries, parliamentary manuals, and the *Congressional Record* in classroom instruction in civic information are of fundamental importance, and the final examination may be a fair measure of what the

teacher and the class have accomplished. But guidance is more than education where education is learning predetermined facts and standardized moral precepts governing social conduct. Guidance is an electric process where knowledge is created and re-created through the experiences of the individual in a socialized group, experiences refined and invested with new meanings by analysis, reflection, and discussion. Guidance is the process through which a student is aided in the formation of a constellation of active habits that should operate to make a worthy, wholesome, and interesting life

There are some phenomenal metamorphoses in nature; the grisly caterpillar blankets himself in a cocoon and emerges a little later as a transcendently beautiful moth, spectrum winged, no longer geared for slow crawling on the earth but launched for free flight among the highest blossoms. For better or worse, our species is allowed no such metamorphosis. Those who learn only to crawl will always crawl, and those who will have the magic of flight must achieve it for themselves. Our high school graduation program, even though the members of the senior class as they appear on the platform may seem to have attained some of the splendor of the moths and butterflies, is no metamorphosis The habits and attitudes our graduates have learned as young children and as youths are largely the ones that will characterize their citizenship as adults. Those who have had satisfaction in the practice of democratic techniques are in some measure prepared for effective citizenship in a democracy. Those who have been marshaled and drilled, trained to clap their flippers as circus seals are trained to clap their flippers at a signal, or trained to tap out numbers as the ponies are trained will continue to perform as they have been trained to perform. They will be happy only where someone will give them the signals and toss out the expected rewards, fish for the seals when they clap, sugar for the ponies when they go through their paces.

CHAPTER FIFTEEN

The Subjects of Instruction—Their Place in the Modern Curriculum and Their Value in Guidance

SUBJECT-MATTER teaching is an abomination in the sight of the Lord, and we should have no truck with it. What one hears referred to as *the* subjects of instruction are merely the result of some queer turns of circumstance familiar to any student of education who has had a realistic course in the development of curriculum practice. By some other set of chances we should have had a very different set of subjects, or perhaps no subjects *per se* at all

But we have subjects of instruction, willy-nilly. They take up most of the time and effort of teachers and students If we get rid of them it will be by some slow evolutionary process. The evolutionary process can best be promoted by making the subjects of instruction serve as tools with which the students may carve their way to freedom.

It is with reservations, then, that we devote a chapter of this book to the consideration of the guidance possibilities of the so-called subjects of instruction. It is to be understood that this approach will not be a defense of traditional subject-matter teaching. But it would be entirely unrealistic to ignore the subject instruction that is the bridge over which we must travel to some other plan of education.

If the schools could be free for one generation

When the school can promote effectively normal, happy, successful lives for an entire generation, when it can help children to find satisfaction and self-expression in worthy leisure

occupations, in healthful human relations of home and civic and vocational lives, and when it can promote universal good will among all classes and creeds and races—in a word, when it can promote the integration of individual and community lives, then crime and lust and poverty and disease must retreat before it. If the school can help a generation to satisfy its longings for excitement and adventure in vigorous play, it will render innocuous the lurid drama and novel, the vicarious enjoyment of athletics, and the perverted demand for "wild" parties. If it can effectively encourage not only a toleration of but even an active approval of unique individual taste and behavior, it will undermine the conformity of fashions and amusements and appreciations

Our conventional school subjects have not dealt with life at all, even for the smaller number whom the school has reached. The great majority of adolescents it has scarcely touched. Even though enrolled on the school registers, most students have had no share in the intellectual and spiritual life potential, but too generally unrealized, in the classroom

In conventional schools teachers have been a class apart, nobody has expected them to come to grips with the realities of life, or to understand the lives of their students. They have lived in a world of grammar and declensions, of formulas and processes, of drills and conformities In such a world, doubt and queries and self-development have had no place The teachers' bookish interests and the artificial standards the school maintains have been the measure of all goodness and virtue. The curriculum situation in the high school has been confused both by educational inertia and by conflicting and overlapping conceptions of aims and values. Inertia has determined curriculum practice to the extent that courage and cerebration have been wanting.

Our analysis of the potentialities of curriculum subjects will be simpler if we can keep in mind our original thesis that the curriculum must be defined from the student's point of view: "The taste of the fish, not of the fisher, determines the bait" That is, the real curriculum is generally something very dif-

ferent from the proposed or printed syllabus. The real curriculum is all of the things taken together which, under school control, have been *effective* in helping the student to set up the right objectives, to attain some of these, and to approach the attainment of others It is not so much then a matter of "curriculum making" as of curriculum discovering When we have discovered the desirable things to which a student is reacting in desirable ways, then we have found his curriculum.

We could not go very far with such a search for a curriculum before we discovered that, in the schools that have liberalized themselves enough to allow the development of a vigorous program of clubs, assembly programs, and such activities, it is these rather than the formal program of studies that are properly entitled to be considered the curriculum They are not extra-curricular activities at all, for the hyphen has moved over, they are extra curricular-activities And the word "extra" will drop out of the phrase as soon as it is more generally recognized that the curriculum must be conceived functionally. What works is curricular. What does not work, no matter what other sanctions it has, no matter how "scientifically" it has been determined, no matter how highly it is recommended by the right people—what does not work is no part of the curriculum

In this volume we give separate chapters to the club program, the homeroom, and other phases of school life that are still widely spoken about and written about and thought about as *extra*-curricular. But they are treated here in separate chapters because they are so much more significant for accomplishing the guidance objective we have premised than are the traditional subjects of instruction.

A whole curriculum for the "whole child"

We have long ago conceded that the student is one person. He may have somewhat different reaction patterns at home from those he has at school. However, there is a central core, a basic substance, an integration of all these habits. The integration is what we know as the personality of the child

If the student is one person, then he will necessarily take home with him and into all the out-of-school activities in which he engages the same essential purposes and plans that motivate his actions in school. Since the student perceives his environment in terms of his purposes, the school does exercise a control over his environment in just the measure in which it influences his selection of purposes and helps him plan their attainment. It is true then that the student takes his curriculum home with him, has it for supper, goes to bed with it. The school does not "control" the home, of course, in any physical sense. But life is a selective process. When the school has become effective in determining which elements of his environment the student will use, then it exerts a control that may be greater than physical control alone. The curriculum has outgrown the textbook, then the classroom. Now we see it overflowing the school building, becoming identified with the whole life of the student.

In civic membership, economic adjustments, and leisure-time occupations, and in the promotion of good will, precise practices are parts of every youth's daily school life By precise practices is meant the practice of the very knowledge, attitude, habit that the student needs to learn. Just as he learns to pitch a baseball by pitching it, so he learns the behaviors typical of good citizenship, of producing and spending, of worthy uses of leisure, and of general good will by actual citizenship practices, actual experiences as producer and consumer, by actually using leisure time, and by being a friend to all of his neighbors.

Furthermore, because these youths are performing activities typical of their out-of-school lives, the high school adequately reinforces, guides, and directs the activities not only within, but also outside and beyond the school. With the Scouts, the Y. M. C. A., the library, the police, the park department, the health department, it carries on formal cooperation. With the theatre, the playground, the stores it carries on a selective cooperation and competition With the poolroom, the street corner, the cheap dance hall it carries on vigorous warfare, but

by flank attacks, for it aims to make other and more desirable activities desired and easily possible.

The emerging curriculum accomplishes these purposes by including the normal activities, the joyful spirit, and the reasonable success typical of boy and girl life in the curriculum itself. Thus, English includes debating, speech making, conversation, assembly planning, reports, letters, publications on the expression side, and it includes the reading of books, magazine articles, and newspaper editorials and articles such as students are interested in. Civics include activities dealing with the improvement of the school, the neighborhood, and the city. Physical education includes athletics and lunchroom diet. In art students make posters for drives and designs for school insignia; in music they sing joyfully school songs and make the welkin ring with throat-satisfying melodies. The commercial students take part in the school business; the practical arts and household arts students cooperate to make school and home attractive and efficient.

The new curriculum evolves, emerges It is not conceived, full panoplied, in the mind of a curriculum expert Not even a committee of experts toiling diligently through the reports of other experts can produce a curriculum that will satisfy a master teacher assigned to guide a crew of adventurous adolescents The new curriculum is never more than a prospectus, a rough map of the terrain to be explored. For those who require something more definite it might be helpful to consider the curriculum as a report of what experiences made up the most recent journey to Samarkand, the latest quest for rainbow gold. Tomorrow's caravan may follow the same track and meet another set of adventures entirely, of course, for those who are inspired by Marco Polo go out in hopes of discovering for themselves new wonders as great as his.

This figurative description of the new curriculum should not be translated to mean that the teacher may be indifferent to what he teaches, or how, or when. Literally, we are saying that the conventional syllabus, with every day's tasks detailed, is superfluous; the new curriculum is broadly and flexibly con-

ceived and is progressively adapted The progressive principle in curriculum construction is concisely stated in the following quotation from an article by Ben D. Wood and F. S Beers.

Broad curricular outlines and descriptions of desirable objectives have their value, of course, not as specific goals to be sought, or as standards to be enforced at any cost, but as general guides for the ultimate curriculum-maker, namely, the teacher who comes into daily contact with the individual pupil In the ideal school curriculum-making will become a process of formulating individual goals and of modifying them progressively in accord with the developing capacities, interests, and needs of individual pupils This process will be a continuous cycle of (1) learning the capacities, interests, and needs of individual children, (2) setting up provisional goals, academic, vocational, and professional, (3) getting the student to consider these goals, at least provisionally; (4) helping the student to attain those goals *by teaching him when necessary, or by refraining from teaching when possible,* (5) studying the progress made, with a readiness to modify the goals if necessary. The indispensable instrumentality for this process is the cumulative record of comparable measures, personal and social data, and teachers' observations, such as that recommended by the American Council on Education.[1]

Four different standards of value

Every effort to improve educational practice has its foundations in some set of beliefs concerning the purposes of living and of learning, concerning the nature and method of learning, concerning what parts of the educational universe are fixed and central and what parts are changing, or can be changed It is a wise educator who is fully aware of his own assumptions; and there are probably some so unwise as to assume that they have none. To understand the conflict that has been apparent through all the history of education it is necessary to examine each of the several movements and to determine what item of faith is its starting point

[1] "The Major Strategy of Guidance," *Occupations,* Vol XIII, No 8 (April 1934), pages 8–12.

For the sake of simplicity, we may say that the honest efforts of educators during the present generation have been represented by four major movements in curriculum improvement, each of these movements deriving its character, its potentials, and its direction from a basic assumption. For the sake of clarity, we must say that few educators, whatever their calibre, adhere consistently to one faith or one plan or one movement. Many of them subscribe to all four assumptions, which would explain why some of the polemics on curricula are muddled.

1. There is a group of educators who subscribe to the belief that true education began when knowledge was divided into subjects of instruction, and that subject-matter instruction in the traditional subjects has some exceptional and unique values. This is the academic bias. It turns up in various forms, always easily recognized. In one place it is exemplified by a program of education based on "the hundred best books." In Brooklyn it lately organized itself into a phalanx of "essentialists." In every community it has adherents who champion the Three R's, and the Little Red Schoolhouse has become a shrine commemorating all that was great in pedagogy.
2. The second assumption is that curriculum content should be based mainly on a scientific analysis of adult activities. Whatever is, is right: the market research technique, the public opinion poll, the Hooper ratings are conceived in the same philosophy. But in education the process is determined not just by the content, however "scientific" that content may be; it is somehow related to the nature of the learner. The objective approach in curriculum has too often made of the student only a robot, a machine for learning. It has deprived him of his right to have his own interests and enthusiasms. Much of the curriculum revision accomplished during the last twenty-five years has had this impersonal, laboratory flavor, and this impersonal element has been enhanced by the objective tests by which learning is measured, and the gadgets by which the learning process is speeded up. We owe a great debt to the scientists who looked at our syllabi and found much that was dead wood and much that could be pruned. The objective approach to curriculum revision is still a wholesome antidote for the sentimental claims of the subject-matter-for-its-own-sake partisans.

3. The third assumption is that skills, facts, attitudes, and habits can all be taught through meaningful activities. This is the basic assumption in the project method of teaching and in much of the unit method. The students see the project in terms of the paper to be published, the play to be written and staged, the school garden that must be planned and planted and tended to bring out a harvest of flowers or vegetables. These are the students' objectives, but the teachers who guide and encourage them have an additional set of objectives for every project: wholesome traits of character that students may acquire or improve in the development of the project. In some situations the students may be aware, or may be made aware of these "concomitant" values; but in most cases, whether they are aware or not, there are educational goals which are inherent in the success of the project.
4. The fourth assumption is that the educational process must concern itself less with knowledge and skills of the learners and more with their attitudes and desires. This credo, in essence, holds that it matters less what the student learns than how he feels about it. It scores no gain where a student learns a poem required in the syllabus but acquires a dislike of poetry and poets and everything and everybody associated with what was for him a "requirement" and an unpleasant experience from first to last This assumption allows that while some factual information is more valuable than other information, there is no packet of facts that is "essential" for any one grade or any one subject The student who has been permitted to use his power to discover information that has value for him in terms of his present purposes has acquired the attitude, the skills, and the habits under which he may continue his own learning He becomes an educated person not by reason of the answers he knows but by reason of his habit of testing all answers, of seeing the question that lies beyond the answer, and by reason of his satisfaction in making continuously the changes he works out as the desirable ones to meet the requirements of changing conditions

There are few schools that do not represent one or all four sets of values, emphasizing one somewhat more than the others, perhaps, but not flexible and not consistent, consistency being impracticable without first securing among teachers, students, and taxpayers such a uniformity of purpose as is now impossible

in our democracy. In a public high school it is equally unwise to prescribe Latin for all students or to deny instruction in Latin for the students who choose this subject, or whose parents choose it for them. You pay your money (and time and effort and prospects and dreams) and you take your choice. But in the schools where guidance functions effectively a constantly larger proportion of students and parents are helped to see clearly the relative values of one choice contrasted with another. Where the liberalized or vitalized subjects are offered as alternatives, they are likely to prosper because, in the school as in trade, "there is no better advertisement than a satisfied customer."

What price subject organization?

Under the ministrations of very intelligent teachers who were so ideally balanced in their own interests and enthusiasms that they could inspire and guide equally well the efforts of all students, subjects as such might perhaps be done away with entirely. In some experimental schools an approach is made to this condition. Quite the opposite condition is more likely to be found, each teacher becomes a rabid partisan for his own subject at the expense of all the others. Even within one subject-matter department there may be rivalry among specialists; the instructors of choral music are suspicious of the instructors of instrumental music; the orchestra instructor is subtly hostile to the band instructor; and one must take sides either with the strings or with the brasses.

Thus, advantages of specialization may be nullified by the disadvantages inherent in the overspecialization that sometimes develops. All taking apart and no putting together soon gets things badly unraveled. Where each teacher is allowed to become the exponent of some narrow field of culture, the whole organization belies our claim made to the students that proficiency in each of these several subjects is necessary for complete living.

There is no rational explanation for the peculiar custom we observe when we, as teachers, conceal whatever knowledge we

have of some subject field other than our own, as though we thought that it would appear an invasion of the art teacher's province, for instance, if a teacher in some other department evinced an interest in print collections or displayed something he himself had created in some artcraft medium There are schools, of course, where the custom is entirely different, where the music teacher openly indulges his passion for working with tools in the shop, the physical education teacher composes the music for a group of school songs, and the mathematics teacher matches his skill as a sonneteer against the art teacher's accomplishments as a monologist

The cure for overspecialization and the artificialities that are its symptoms does not lie in some other extreme We approve the tacit assumptions represented in the standards established by most state departments for licenses to teach in the public high schools, standards that almost universally presuppose some specialization. Our point is that subject-matter specialization is eminently justified when the teacher perceives that each division of the curriculum must have a major social aim in the accomplishment of which it will inevitably contribute to the attainment of most, if not all, of the aims of the entire curriculum For example, the social science course of study may have as a major objective teaching social attitudes prerequisite for democracy, but contributions to civic understanding, to physical and mental health, to language arts, to scientific thought, to appreciations, and to practical arts are inevitable outcomes to the extent that the major objective is itself attained. Similar results will ensue from the attainment of the major objectives of each of the other proposed curriculum divisions.

Many have come to identify schooling with education. But life also educates Indeed, life alone educates Teaching that does not reflect life is futile. Little of conventional teaching enlivens students It but renders them docile and inert In our efforts to improve our school for these students just entering adolescence, we have rewritten our textbooks and our courses of study. We have demanded that students learn their book lessons; we have even injected these artificial tasks into

the homes We have built magnificent buildings and equipped them with libraries, auditoriums, swimming pools, unilateral lighting, and special ventilating systems We have frequently done everything but grasp the all important facts that the building and the books and the courses of study are always incidental factors in education, and that creative experiences in which each youth's urge for self-expression finds its opportunity alone constitute positive education [2]

To be adequate, to be competent, to be esteemed and to have self-esteem, to have an active part in life affairs—thus only can one direct his own destiny "The rulers of the State have said that only free men shall be educated, but God has said that only educated men shall be free" Democracy's high school accepts Epictetus' assertion; it endeavors to educate youth that it may be free.

Hence its emphasis must be on behavior rather than on verbal and intellectual responses, and on universal success rather than on scholastic standards. "For every death by typhoid fever, somebody ought to be hanged," it has been said. In the same sense, for every youth who leaves school a self-recognized failure, somebody ought to be removed so that he can no longer distort child life and rob society of its human resources

The confusion of education with intellectual training is the rock on which the high school has been in danger of foundering Those in whom this confusion is extreme would give schooling to docile and verbal-minded students and would ruthlessly exclude all others Indeed they remind one of the beachcomber of whom Emerson told, who protested the erection of a lighthouse lest it decrease the wreckage. Just so do the intellectual-training enthusiasts protest the efforts to humanize the educative process on the grounds that such efforts decrease the human wreckage by which they identify "high standards."

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[2] See J K Hart, *Light from the North* Introduction New York Henry Holt & Co, 1926

What are we bid for our harvest?

What does it matter if a generation of youths in school shall learn the presidents of the United States in order "with the dates and principal events of each administration," yet accept complacently the evidence of graft and racketeering in the commercial, industrial, and political organizations these youths must take over? How much is our precious curriculum worth if they take their diplomas and go out to join the ranks of jingoists and demagogues who are willing to drag another generation through the agony, bestiality, and destruction of another world war because they concede that "war is the inevitable result of the human instinct to fight," and "human nature can't be changed." How much of our curriculum will last longer than it takes ink to dry on the final examination papers? These girls who are seniors now in our high schools, when they are wives and mothers how much will they know of beauty as a function of daily living?

The farmer plants his crop and risks everything on the prospects of the harvest and the market, employing all the energy he has and all his skill against the many hazards of the weather and the whimsical circumstances that attend the sale of whatever crop he manages to raise. We who are teachers are paid by the month, and the seeds we plant sprout or die without regard to the wind or weather. How many of us would dare to risk everything, as the farmer does, on the prospects of our harvest?

CHAPTER SIXTEEN

Guiding Youths of Superior Intellectual Ability

THE MANY and divergent bases for selecting superior and inferior persons appear when one writes down in three parallel columns the names of persons recognized as superior in some regard, the terms commonly used for qualities or characteristics, and the situations in which such qualities might function. For example:

Helen Keller	Industry	Invention
Albert Einstein	Intelligence	Science
Jesus	Imagination	Organization
Thomas A. Edison	Spirituality	Scholarship
Karl Marx	Erudition	Literature
Horace Mann	Tolerance	Politics
P. T. Barnum	Humanity	Athletics
William Penn	Energy	Navigation
Mark Twain	Vitality	Education
Draco	Humor	Exploration
Virgil	Enterprise	Industry
Abraham Lincoln	Sensitivity	Jurisprudence
Otis Skinner	Perseverance	Social Service
Henry Ford	Artistry	Evangelism
Edgar Allan Poe	Wisdom	Scientific Research

A moment of reflection should make it evident that one cannot safely speak about the superiority of one person in comparison with another unless one safeguards such classification by indicating also the quality that is superior and the application. Indeed so great is the range of qualities highly

regarded by social groups, and so varied are the fields of activity in which one or another of those qualities might make for superiority that it is probable that most human beings who are not actually feeble-minded or emotionally quite abnormal might be superior persons in one regard or another

Democracy is, indeed, premised on a belief in the worth and dignity of each man as an individual Such a belief in unique personality to be respected and promoted implies a faith that somehow and somewhere every man has a spark of genius Democracy institutes universal education in the hope that through the nurture of intelligently directed schools this potential genius of every man may discover itself, and through opportunity and guided experience develop its maximum. Democracy holds the truth to be self-evident that all men are created equal in status, and it would provide through its schools that all youths should have equal opportunity to gain self-respect and the respect of their fellows through the exploitation of whatever genius they may possess.

The practical value of abstract intelligence

In all fields of academic scholarship and in all vocations that have grown up in connection with scholastic learning—the law, the priesthood, pure science, and medicine—intellectual, verbal, "cortical" superiority gives one a very great advantage for high-grade service and success Abstract intelligence, of course, is not the only quality that makes for success and for effective service, even in these narrow fields. Such qualities as integrity, sincerity, tolerance, patience, sympathy, and tact may be more important than verbal intelligence in affecting both the value of services rendered and the opinion of men regarding the worth of any person

The school environment should be such that the maximum number of intellectually superior students will emerge into functional superiority. Such a school environment stimulates these students both to participate vigorously in the attempts of school or class or small group to accomplish some undertaking and to engage individually in some creative ventures

Superior abstract intelligence has no functional importance until it is harnessed to some driving purpose It might be said that abstract intelligence is one's voltage, while purpose represents one's amperage. An electric current must be measured in terms of both voltage and amperage to determine its effectiveness, and so with intelligence

Worthy purposes, we have maintained throughout this book, are usually social ones, discovered and employed in a social group The superior student, no less than the average one, must have the experiences through which he can discover his own potentialities and the more significant ways to employ them. It is just as true that he must also be allowed to discover his limitations, and to discover that people at large apparently set no great price on good thinking and are not at all likely to reward with honor and prestige those whose stock in trade is superior intelligence For instance, the person who has brilliant ideas to apply for the remedy of our social ills must be effective in selling his ideas and will find himself competing with others who have good ideas to sell and still others—high-pressure salesmen, very likely—who have a whole line of shoddy, shopworn ideas of no real worth

It is in the give and take of the socialized class, the home-room meeting, and the meeting of councils, committees, and clubs that the superior youth must learn the discipline that practical circumstances usually impose. Good ideas are worth more than the finest gold, but they cannot be spent for social purposes until they are converted into the small change of the social milieu in which they are offered—converted, usually, at a considerable discount

Superior abstract intelligence is superior ability to have and to comprehend abstract concepts But these concepts are invariably meaningful directly in proportion to the effective experiences an individual has had. They are cumulative, growing, dynamic The concept of truth, for instance, is not something that one can learn all at once; indeed, it is a concept that is capable of such infinite expansion that nobody ever learns all there is to learn about it, or all the uses for it

One learns the elemental concept of truth by perceiving it as an abstract element in his concrete experiences, and he adds to this perception from day to day as he is aware of truth or the absence of it. Once the concept has got under way, it grows from vicarious experience as well as real experience, but it becomes rarified and sterile if it loses its contact with concrete reality.

The youth of superior abstract intelligence frequently finds his greatest satisfaction in his reading, using his natural aptitude for verbalistic abstractions. It is his great advantage over less apt persons that he can acquire through his reading certain elements of wisdom that authors have distilled out of centuries of human experience. But the wisdom he gets is a hollow kind that must be filled in at the core by the essences of his personal experiences with people and things. The individual who retreats from reality to the world of books may live there with much satisfaction, but if he stays there long he will forget the idiom of our spoken language and when he returns to the real world it will be with the mannerism of a foreigner abroad in a foreign land.

The participation of intellectually superior students in many and varied approvable activities of the school and the extra-school community is essential if they are to be intelligently guided to make wise choices of curricula and subjects, of opportunities for self-improvement in physical, economic, and social behaviors, of hobbies and physical recreations, and of civic and economic attitudes and practices in relation to home and club, city, state, national, and international governments, and social groups. Without such many-sided contacts with the activities of other youths and of adults, there is lacking any adequate basis in experience for making wise choices.

The guidance of intellectually superior students is too often negative in the sense that they are encouraged to choose abstract and verbalistic subjects and occupations merely because they have natural endowments that make possible success in such subjects and occupations. Students of intelligence quotients above 120 are thus railroaded into academic curricula

From "All the Children," 38th Ann Rept, Supt of Schools, City of New York

MATH TEAM

and subjects even though such "election" debars them from opportunities to specialize in music, art, or mechanical or civic activities wherein they might find opportunities to develop their unique geniuses

When such negative and abortive guidance is followed by bright students, teachers and parents are frequently disturbed because some of these bright students are "not working up to their capacities." Many of them fail or do work that is of a barely passing grade Hence, superficial "experts" bemoan the fact that "so little is being done for superior students."

It is of fundamental importance to note here that the measures we use for determining the degree of abstract intelligence students possess measure roughly the ability to comprehend abstractions, to perceive them, perhaps even to develop them; but we have no test that pretends to measure the skill an individual has in *using* these concepts in real life situations Such skill is learned It is an aspect of creativeness It is the habit of creativeness, the power and willingness and constant desire to make better adaptations Having an assortment of abstract concepts is not being a creative thinker, any more than having a kit of tools qualifies one as a master carpenter. It is the acquired skill in using concept-tools for thinking that determines what value intelligence has for the individual

Abstract intelligence and creativeness are not at all identical, nor do they always exist together in comparable quantities Intelligence is probably dynamic, subject to growth within limits, but the power to create in any medium is assuredly acquired and subject to unlimited development It is the privilege and obligation of the school to provide for each student the experiences that will further his power to create in the fields where he is found to have special aptitude For those who have superior abstract intelligence there must be encouragement in its effective use But the new school must offer something better than formal exercises in thinking (mental calisthenics) if we are effectively to conserve the resources of intelligence in each new generation

The superior youths whose attendance is enforced at a school that offers them nothing better than the academic rubrics are

likely to get a bad bargain. Their precious birthright they are obliged, willy-nilly, to trade for a mess of pottage. Not only they but all mankind are losers then; yet it is rarely that anyone remarks this waste, this destruction of power. Markham wrote a great poem to celebrate the wrongs done the "man with the hoe," but there is another poem yet to be written to celebrate this less obvious waste of human resources. Markham in his poem warns us of what may happen when the bestial man-with-the-hoe "shall rise to judge the world, after the silence of centuries." By the same token, the academic schoolmasters should dread the vengeance of those they have thoughtlessly despoiled. It would be poetic justice, recalling the story that fiction writers have often used of a diabolical surgeon in his private hospital performing upon a brilliant young man an operation that reduced him to the mental level of an ape, then keeping the ape-man caged and studying his reactions. But one day the victim escaped and throttled his tormentor, a rather hollow victory, since it did not give him back his humanity. Our victims sometimes escape—they become academic schoolteachers, the dehumanized formalists whose vengeance is felt through endless generations.

Guidance of intellectually superior students into academic curricula and subjects is frequently negative for one of three reasons: (1) the school administration stupidly requires counselors to recommend or even to compel bright youths to elect a foreign language and mathematics; (2) parental desires that children obtain the equipments of the *elite* make such guidance the easiest way for the counselors to direct bright youths to fill out their election blanks; and (3) bright pupils are recognized as college material and so they are encouraged to elect college-entrance subjects or the college preparatory curricula even though every competent counselor knows that bright youths can enter most colleges from general curricula wherein they elect as much as one fourth, or even one third, of their courses from among those subjects that are not conventionally recognized as college-entrance subjects.[1]

[1] The problems involved in the guidance of superior students for college entrance are more fully treated in Chapter Six, "Curriculum Guidance."

Positive guidance of superior youths would not acquiesce in such stupid administrative requirements, parental stereotypes, or miscalled "college-entrance" policies Counselors might not be able to modify them, but at least they would not miscall such stultifying acceptance of stupidities, even though inescapable, by the name "guidance"

Positive *guidance,* on the contrary, would seek to find the areas of scholastic, physical, social, artistic, mechanical, and civic activities in which each bright youth found pleasure in expressing himself. In such areas the counselor would advise the youth to select subjects and memberships. If he felt that there were some areas in which the youth had not found pleasure and success because he had not yet sufficiently experienced the activities of such areas, the counselor might urge his charge to select at least a tryout course or to participate for a semester in such areas. But he would set himself earnestly to protect these potentially precious minds from choices that would involve either more docile uncreative obedience without interest if "pass marks" are to be won, or neglect and complaisant acceptance of failure if such obedience were not given

In the guidance of bright students, the question of capacity to succeed in scholastic work scarcely exists The abilities measured by intelligence tests are almost identical with those capacities that are of importance for success in academic subjects The seeming exceptions, those pupils who have high intelligence quotients but who seem unable to succeed in academic subjects, are cases wherein a more important factor than capacity is involved. This factor is conscious volition which acts as a synthesizing power

Conscious volition may be affected by wise guidance in such ways that a student wills to achieve objectives that involve work in which he is not interested. In that case, he assumes a perspective from which uninteresting tasks are completed as steps to the achievement of his self-determined objective. Unless such conscious volition is attained, however, the student's integration may be achieved apart from tasks that the schools set. His school work, in such a case, must be motivated ex-

trinsically by marks, promotions, or punishments. Extrinsically motivated tasks, however, belong to an unreal world. They are performed, if performed at all, without enthusiasm and without engaging the whole personality of the student

It is not that the brilliant youth cannot do his French grammar. It is only that the tiny fraction of the student's volition that directs itself toward French grammar is inadequate to carry his full attention to it. Hence, his unconscious, subconscious, or even his conscious self is attending to music or sex or debating or art or dress or athletics or applause, and his study of verbs is largely futile.

It remains true that the bright student *can*, under favorable conditions of conscious volition, learn twice as fast as the ordinary student and get along with half as much drill. But unless conditions are favorable, he may learn less than the ordinary student even with equal amounts of drill. This condition is so often found in schools that it is sometimes asserted that routine hurts bright students, and that much drill retards their progress. For the student lacking conscious volition to achieve in any subject, drill is largely futile, indeed, it doubtless decreases or prevents any hoped-for conscious volition on the part of bright students

The best assurance that bright students will want to go on to college of some sort, that they will not become disciplinary cases, that they will not become chronic loafers is to assure them the opportunities to grow as rapidly and as broadly as their talents permit. In cases of socially and physically mature youths, no matter what their age in years, no doctrinaire democratic shibboleth should prevent them from rapid promotion into grades wherein subject matters and activities may challenge them to exert themselves. On the other hand, rapid advancement may be unwise for physically and socially immature youths, or the work of advanced grades may actually be less stimulating than the work of lower grades could be made by enrichment and individualization of procedures.

The bright students hold great promise for the future of society. But often they have little desirable effect either on

their fellow students when they are young or upon their communities when they are older. The challenge to all persons responsible for guidance in the school is to lead each superior student to discover his talents and to develop them in the service of his classes, his homeroom, his clubs, and in all other school and out-of-school associations

It is important that the teacher-adviser be sensitive to the needs of intellectual youth in every instance, but particularly if they are the introverted, introspective type We are nowadays emphasizing group action, and cooperation sometimes turns into mere conformity It is well to have some plan for protecting all youths against the pressure to conform, to comply, to run with the pack The very sensitive and somewhat reticent youth of superior intelligence must be saved from the pack, even while he is learning how to work with others, to play and plan with them, and to secure acceptance of his frequently superior ideas in the give-and-take of group planning It is important that each youth be a socialized and socially integrated individual, but it is more important that he shall be *an individual!* To preserve his individuality he will need sometimes to work alone, and he may need to spend days or weeks away from his fellows.

Creative work, not only in the arts but in every medium that involves vigorous intellectual analysis and re-synthesis, depends on imagination And imagination is not always readily available in the hurly-burly of classes, clubs, assemblies, and bleachers It cannot easily be seized and organized. It cannot be delivered on demand. For an individual of superior intelligence and creative force, life offers no problem more difficult of solution than how to escape for some part of each day or each week to a place where he can work over his ideas, test and shape and refine his plans Adolescents must be helped to understand how much their individual integrity depends upon their opportunity to get some time to themselves and to use it effectively. Youths of superior intellectual endowment must learn that the occasions when they may be socially effective will depend in part upon the quality of the ideas they have

discovered and developed in private study and intense contemplation

"Mental discipline" on the rebound

From about 1920 until some time before 1940, the movement popularly known as "progressive education" flourished It was largely the province of private schools (non-public schools, or "independent" schools), and such schools made a special point of providing educational programs geared to the needs and interests of intellectually superior students. It is not an accident, therefore, that progressive education was judged, and judged rather harshly, in terms of the procedures it developed for the education of these intellectually gifted youths. The movement was too often represented by its extremists, and the enemies of every liberalizing influence in education pointed out the practices of these extremists

Progressive education is by no means dead, and much of its better procedures (as well as many that were too soon ritualized) are found now in schools where the teachers are unaware of the origin of the practices they use This may explain the rather common conviction among teachers that they must not "interfere" with the development of youths of superior intellectual caliber. Superior youths, where this principle is observed, are exempt from teaching It is assumed that they are learning under their own power, and that we should leave them alone and they'll come home wagging their diplomas, *summa cum laude.* But there are several weak assumptions involved in this theory, and it is likely that the youth of superior intelligence needs not less teaching than other students, but quite as much teaching of a *superior* kind

It would be too obvious to state here that guiding youths of superior intellectual caliber requires teachers of superior intellectual insight and of the special sympathy one must have who works with such students The leave-them-alone principle may be the invention of teachers and counselors who feel personally inadequate to cope with the needs of youngsters in the intellectual stratosphere, but it is a principle that cannot be allowed

to stand. Whatever educational movement is now in the bud, whatever new trends are gathering momentum, whatever new galaxies of methods emerge from the educational confusion that is an aspect of the general confusion we find ourselves in during the post-war period, there must be plans for conserving the power of superior intellects Uranium is not more valuable than the brains of men and women who may be able to think through to the next stage beyond the use of atomic fission for self-destruction If technology during the last generation has drawn to it a disproportionate share of those who have intellectual competence equal to the solution of great problems, then some equalization is imperative from now on so that education and the other social sciences will have a sporting chance to save us from the misuse of the technological principles already demonstrated.

There is no guarantee that progressive education will be reborn in some new and better set of educational practices. There is a dreary prospect that we may see a continuation of the present trend toward authoritarian education. The Army and the Navy are buying brains in the open market, and they have money to spend and they have ways to get what they want The intellectually superior youth is already earmarked for duty either in the laboratories or the experimental stations where biological warfare and atomic warfare and warfare more terrible than either of these must be developed and tested

The authors will be among the first to shout Hosannah from the housetops if some other condition eventuates while this book is still read in schools of education If the Congress of the United States appropriates for educational services as much as it appropriates for the military services, it will be a sign and a token that the trend has changed, and that the control of education may change.

CHAPTER SEVENTEEN

Guiding Youths of Special Artistic Talents

THE MEMBERS of Kappa Delta Pi and Phi Delta Kappa have been selected for their scholarship, their success in professional study in education Presumably, then, they are a group superior in the kind of intelligence we know as scholastic aptitude. But even a casual acquaintance with these persons would indicate that they are not collectively distinguished for proficiency in the creative arts That is to say, scholars are not always artists; one does not expect them to be Neither are artists always scholars

Success in the academic subjects requires abstract, or verbalistic intelligence Academic teaching and learning are carried on very largely in words, verbalisms. To be able readily to understand the meaning of other persons when they use a medium made up of verbal symbols, to be able to reconstruct one's own experiences verbally, to communicate skillfully with others by means of language, written and spoken—these are the essentials for academic achievement and the proof of superior intelligence, as intelligence is reckoned in schools

The statisticians have so far found no significant correlation between the Intelligence Quotient, conventionally determined by a scholastic aptitude test, and performance or achievement in music or art. Of the several creative arts, only literary composition (prose and poetry) would show such correlation with scholastic aptitude Writers, of course, deal in a verbal medium. But a poet must have some other qualification besides verbalistic intelligence, for scholars are not all poets.

Aesthetic intelligence—that term will serve as well as any other to designate the quality shared by all who participate effectively in the fine arts, whether as producers or consumers It is the ability to perceive meanings that are not adequately conveyed in verbal symbols, meanings and relations that are discovered by forms of analysis that are largely intuitive It is a sensibility to relations that are not possible in verbal syllogisms, or scholastic logic Aesthetic intelligence is an emotionalized intelligence, whereas scholastic intelligence is unemotional, impersonal, objective, scientific

There is no quarrel between science and art They overlap at many places. Aesthetic intelligence reaches its highest potentialities when it is supported by scholastic intelligence But the fact that there is this difference between artists as a group and scholars as a group makes it necessary, apparently, to consider how we should modify our educational practice if we are to provide the most effective guidance for those who are talented artistically, that is, possessed of the special sensibilities that are necessary for competence in the arts. There is another question that may deserve to be answered first· What obligation has a public school to discover artists,[1] or encourage them, or teach them any part of the techniques of aesthetic expression? To supply an answer even partially adequate we shall have to do some skillful skating across thin ice—there are many persons who will prefer to believe that the public high school has already gone too far, is out of its province when it goes beyond traditional "book learning."

The wolf at the door

In spite of the fact that almost a generation ago we reached our furthest frontier, Americans are still pioneers at heart The things we the people prize are the things that aid in converting natural resources into marketable finished products In the wilderness there was little place for men and women

[1] Throughout this chapter the word "artist" is used to mean not only those who are artists in the popular sense (those who draw or paint), but in the broad sense that includes also those who create in music, dancing, sculpture, literature, dramatics, design, architecture, and so forth

who wished to give their whole time to the fine arts They would have been considered immoral This attitude toward artists and the fine arts is so deeply graven into our culture that now, when there is no longer the same necessity for every man and woman to produce material goods, we continue, as a people, to regard artists as queer, perverted persons We have made a pet of the wolf at the door

Moreover, we have idealized work. From the Puritans we inherited the attitude that leisure is sinful. In spite of ourselves, many of us have a sense of guilt when we enjoy ourselves at the theatre or the concert or the dance recital As a propitiation we hurry to our work to compensate for our pleasure by twice as much drudgery

Since there is such a tendency in our cultural attitude, one is certain to find it a part of our customs in the public school The parents of our students, the fathers especially, are either skeptical or openly hostile when it is proposed to teach less grammar and more music, or less mathematics and more art. To bring out the sentiment of the town quickly and decisively we would need only to introduce dancing as a curriculum subject on a par with the major high school subjects—interpretative dancing, or "classical" or folk dancing, or even the much more generally accepted "social dancing" Night riders would come and lynch the principal and tar and feather the teachers who had initiated such outlandish and perverse business! If they did not do so literally, they would express their disapproval in measures only a little less direct and quite as effective They would keep the schools one hundred per cent American

Aesthetic creation embodies aesthetic truth

A brick house is an example of things superlatively real, concrete, and tangible Yet it embodies many aesthetic abstractions Most of them cannot adequately be translated into verbal abstractions The proportions of the house and of its windows and doors are based on knowledge the architect has, much of it intuitive, concerning the most pleasing ratio of length and breadth, width and height. In conceiving the form

of the brick house, the architect has used a graphic, not a verbal medium: his drawings, plans, details, and elevations, converted into blueprints, show the builders how the completed house must look If the architect is an artist, he may have recombined a thousand familiar details into a new plan, a pattern in which the innovations are so subtle that they may be entirely concealed The completed house approaches some ideal perfection in the degree that the artist has effectively employed the truth, the aesthetic truth, consonant with that ideal.

The value of beauty

Aesthetic truth is an emerging truth. It is an aspect of science, of course, but it contains some fundamental elements apparently so subjective that they cannot be refined by laboratory techniques The beauty of a sunrise cannot be measured to four decimal places, and the song of the robin celebrating the sunrise allows no yardstick science, will not be caught in any statistician's formula. Aesthetic truth emerges slowly through the experiences of those who are in some degree competent to express intelligibly the essences of beauty they have sensed in the world. The artist does not express himself; he expresses, or interprets, the aspects of life that filter through the fine meshes of his sensibilities. His competence depends first on the quality and range and depth of his perception, but it is conditioned also by his knowledge of techniques of expression The beauty he has harvested is of no social value until it has been threshed and milled and screened, leavened and kneaded and baked into something palatable and digestible

Our plea for the artist is premised on the idea that beauty has social value. (This is not the same as asserting that it has commercial value It has, of course, though those who traffic in beauty earn more than ever they get, in spite of the fact that they deal in an open market where no rugged entrepreneur can establish a monopoly!) It is the social value of beauty that entitles us to spend public money in discovering and educating

those who have the natural qualities for serving society as creative artists.

Artists are valuable to society not because they might be organized into syndicates or cartels to produce "Art" in such an abundance that every family could order its art needs delivered as the milk is delivered each morning If it were possible to have the artistic equivalent of a Rembrandt on every wall of every cottage, it would not suffice. For beauty is not something one can buy, any more than he can buy health As the physicians and the biochemists in their clinics and their laboratories are discovering new ways by which we may promote our physical health, so the artists, in their various media, offer us the results of their experiments in aesthetics From their researches we can discover more readily how to achieve or maintain our aesthetic health There have always been vitamins —they were not invented but discovered in the laboratories— but we know more about them than Aristotle did.

The artist who serves the public makes available to us as soon as he finds them the vitamins of beauty that are everywhere about us, undiscovered until they are revealed by the specialist, with his more acute perception and his media for showing them to us, for making them available for our use. For example, it was Constable who discovered that a summer landscape in England is green; he revolutionized one whole field of art by painting a picture in which the trees were green instead of brown. But Constable had not begun to see what was there to see in the landscapes he interpreted, for it was years later that the French luminists and impressionists made further researches by which they found, and disclosed to us, the color of shadows and the vibrant qualities of light and color. In our century and the next other artists will discover aesthetic truths that may carry forward the perception of the world to a place where people perceive a far more beautiful world than it is possible for us at present to imagine.

Not only the painter is engaged in the rediscovering of a world expanding in beauty; creative artists in many other

fields are conducting their researches and giving us their conclusions. The playwright, the actor, the director, the costume designer, and the scenic designer all occupy themselves individually and cooperatively to reveal to us new facets of life, new relations, new truths In the cinema field these same artists are joined by the photographer In the opera the arts of the stage are combined with the highly refined techniques of the composer, the musicians, and the dancers, all of these adding in their special media interpretations of life, revelations of aesthetic truth.

The novelist, the poet, and the sculptor are well known for their contributions toward the whole truth, and this emerging truth is developed subtly by all the designers and their partners, the craftsmen, who produce the fine china, the fabrics, the furniture, and the great variety of other objects that have a share of beauty In addition to these fortunate people for whom art is a vocation, there are the many others for whom art in one or several forms is an avocation, and the world is significantly enriched by their contributions.

Art is older than the cathedrals, older than the Parthenon or the tombs of the Pharaohs Art was old when one consummate artist drew on the smoky walls of his cave the sketch of the bisons he had hunted and slain In every climate, in every culture, art is a way of enriching life The artist is only less important than the priests and has been everywhere honored and rewarded, among the Patagonians, the Mongolians, the Romans It would appear that the value of the artist in our own culture is self-evident and in need of no advocate. But the prestige achieved by the Hopi brave for grace and skill in his dance is not so easily won on Main Street by the youths who follow Gene Kelly or Fred Astaire. Those who dance or sing, those who model or draw or engage in play-acting on Main Street are running against the strong current of the Puritan philosophy of life. If they are not overwhelmed by intolerant austerity, there is the still stronger tradition that art is sissified and perverted, unwholesome and no proper field

for strong, honest men and virtuous women. This is the frontier tradition, established and maintained by its survival value when the plow and the distaff, the axe and the kettle, were the masters as well as the media of those who withstood the rigors of pioneering.

There is no way of reckoning how many artists are lost in each generation because of the Puritans and the frontiersmen who still live with us. Characteristically an artist is a sensitive and somewhat introverted person. Even before he has discovered his own talent, he has learned the social attitudes about art and artists. If his experiences reveal to him and to others some special aptitude he has for artistic creation, he may be acclaimed in a somewhat patronizing way. But if he takes his talent seriously, and if he is sincerely encouraged by some understanding adults, he will be constantly aware of the many others who disapprove. "Yes, yes—that's fine, but artists don't make very much money. You want to get ahead in the world, don't you? and amount to something? You just *think* you want to study art. You'll get over that. You can follow your art as a hobby. But take up something else, anything else, to make your living." And sooner or later the young man gives in. For our culture too rarely awards or approves those who take art seriously.

Close examination of our guidance practice would probably show how nearly the school repeats the attitudes of the community. In the conventional high school curriculum the fine arts, when they are offered at all, are usually elective above the eighth grade, and there is rarely any effective effort to guide students into the art courses, the music courses, and the other courses that could be created for a large proportion of those who have already demonstrated some special talent. Even the art teachers know art principally as a subject to be taught and are usually put out of countenance by the presence of a practicing artist. The other teachers are frequently indifferent to art, or patronizing; and some of them, naturally, represent the belief that art is both un-American and ungodly, though they

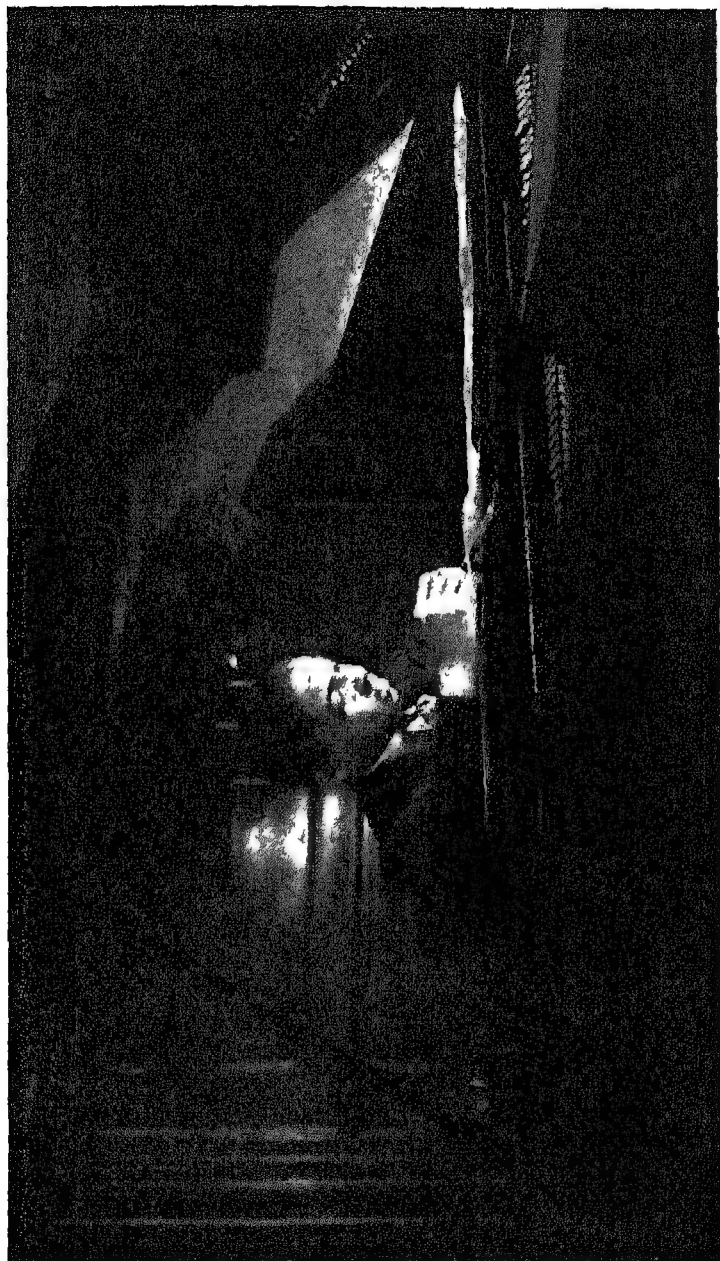
would be unaware that this is their belief, and they would resent bitterly any doubt raised concerning the breadth of their culture.

In an organized atmosphere openly friendly to artistic endeavor a larger number of students will brave the odds that stand in the way of their choosing courses in some fine-arts field, at least as a curriculum "minor" Some artists will find themselves, and some who lack the artist's touch will find their limitations, but whatever experiences they have should be, for the talented and the less talented, the bases for appreciational attitudes that will enrich their lives Those who may never produce art of even passing quality will be, nevertheless, more intelligent consumers of art

Our concern in this chapter is to set up some theses as to how we may conserve the genius in each generation. Only half true, or less than half, is the familiar notion that genius cannot be concealed, or repressed, but will break through and find its mode of expression regardless of what obstacles it encounters. In some cases this happens, apparently, but the born artist is often too sensitive, too easily broken by adversities to weather the indifference or disapproval that meets his early expressions of his talent.

How find the artists?

If the school is going to discover and encourage artists, the school must have teachers who know an artist from an artichoke. The artist does not come labeled or ticketed or branded. He cannot be recognized by such a convenient token as an Oscar Wilde sunflower in his buttonhole. If he is a genuine artist and not a comic opera one, he cannot be told by the clothes he wears or any conventional set of artist postures Actually he can be distinguished as an artist only by the quality of the work he does This does not simplify the matter a whit, for there are few teachers who know what is distinguished from what is indifferent in the fine arts.

The classroom teacher is often aware of the talent in his class. Indeed, his fault is frequently that of finding too many

From "All the Children," 38th Ann Rept., Supt of Schools, City of New York YOUNG COMPOSER

artists. He may lack precise standards to judge whether a student's work shows genius or only a copycat kind of mechanical talent. The boy who copies political cartoons with some accuracy and the girl who fills the margins of her book with the portrait of a "pretty" girl, repeated endlessly—these students are most likely to be "discovered," advised to develop their "talent," and sent home with an exaggerated notion of their capacity.

At the risk of making the problem appear too difficult, we might state speculatively that it takes an artist to recognize an artist. As artists differ in their range or depth of meaning or proficiency, it might appear that it takes a great artist to recognize a great artist This hypothesis has enough truth in it to note. Though artists are often unwilling, because of jealousy or rivalry, to recognize the merit of another's work, the principle holds that one must know what is good, he must know what to look for, and he must recognize it when he finds it. The conclusion we want to arrive at is that our teachers should be more familiar with standards to apply to artistic creations They should learn to apply these to the work of children and adults, amateurs and professionals, in such a way as to distinguish between what is in some way creative and strong and what is stereotyped and vapid

Athletes are discovered in the gymnasium; it might logically be claimed that the art room, the studio, is the place where the artist will discover himself and be discovered. Of course the school will count on the art department for this important part of guidance But it often happens that there is more art in the school than ever comes out of the art room Sometimes it is because the instructor is preoccupied with a syllabus to be taught The young Picasso may go undiscovered because he does not find the work outlined in the syllabus in accord with some driving purpose of his own In the assembly room or in his classes he draws feverishly, sketching portraits of his classmates, or in some school subject other than art he finds a way to indulge his current interest. The geometry class allows a chance for experiments in design, perhaps. Students whose

special bent is along the line of dancing, dramatics, or some other field not extensively curriculanized must be discovered by whoever is competent to see their interest and talent

Every child an artist?

It has been the mode lately to regard all children as artists. It is true that the younger they are and the less their natural impulses have been stifled, the more their attack resembles that of creative artists. The theory, then, has been largely a wholesome one in its effect on our educational practice. It has enabled us to see that the standards of classical or academic art, which had been the standards toward which public school art strained heroically, cannot be applied sensibly to the work of any but art students intensely preoccupied in learning certain techniques. The every-child-an-artist theory is frequently distorted, however, to several unfortunate conclusions. If every child is an artist, the teacher has no responsibility beyond getting out the paints and letting nature take its course. It is wrong to teach any techniques, for this would be interfering with the child's individual way of expressing himself. Moreover, it was emphasis on techniques that blinded teachers to the fact that all children are artists. And so on, to more and more absurd ideas, actually represented in the practice of many schools directed by extremists in "progressive" education.

In our theory, it is not true that every child is an artist. If this were true, the word would have no definitive value. At any grade or age level where we compare children in school, some will be found to have more and some less of practically any skill we choose to measure. It is assuredly true of skill in art, in all the arts. Children differ physiologically, in the first place: the Seashore tests of music ability show how widely members of a class vary in ability to perceive differences in tone, in consonance, in rhythm, and the other components of music. And these abilities are physiological—they are *fixed*. One might lose his hearing, of course, or some part of it, but no amount of instruction or practice can enable him to hear differences in pitch for which he has not the physiological

acuity The sense of rhythm and the sense of time, both fundamental to the performance of the dancer, are capacities fixed at birth and differing greatly among the members of a class.

Not only in physiological capacities, but in the more important aesthetic insight, the intuitive feeling for line and form and balance, or for proportion in sound, for harmony, for relations, for things that go together and the effective combinations that are possible—in this generalized capacity some children excel others appreciably and a few stand out in such a manner that we call them geniuses. No amount of teaching can make up for it if an individual lacks the sympathetic penetration that the true artist has, child or adult.

Performance alone is the test of the artist To find your artists you supply them with an environment that encourages free expression You provide occasions, situations, that call for the various kinds of performance you are employing as a test You aid generously in suggesting techniques. The true artist will adapt your techniques to his use or reject them until some other time when they appear to him to suit his purpose better. You *teach* children and you *guide* them by helping them to do, to make, to learn, to be Those who show rather consistently that they have the gleam, the double sight, the sure touch, are your prospective artists, and you cherish them

What techniques of guidance are recommended for the students who, both by their performance and by whatever prognostic tests are applicable, have demonstrated that they possess the several qualities that distinguish artists? No single plan will be suitable for all cases. Some principles may be established, from which practice will allow variations as often as they are desirable The following principles are consistent with our general philosophy of guidance:

1. Set up a curriculum for the student-artist that will assure him an opportunity to learn desirable social attitudes and habits. Art is not practiced in a vacuum If it is to have social value, it must be somewhere related to social needs. The greatest personalities in art have been men who were in touch with their times. The individuality of the artist is not sacrificed but enhanced by social contacts. During adolescence, at any rate, when associations

permanently enrich the personality of the individual, extensive socialized experiences should be available as insurance against the extreme eccentricities that the "artistic temperament" sometimes assumes

2. Since the artist must always create largely out of his own inner resources, the school must provide enriched intellectual experiences on which the student-artist may draw according to his intellectual capacity. Not stereotyped academic knowledge, but knowledge of the past, interpreted, possibly, through a study of the history and development of his own field should give him a sounder foundation for his practice. Some propulsive knowledge of the world and men is equally desirable—some vision of the world around the corner and the forces that are shaping it. Such vision gives art extra social value
3. The curriculum for the student-artist will provide some technical training in his craft and related ones as well. It will give him some practice in his own field so that his education will not be made up of preparation *for* his special work; it will be in a fair part preparation *in* his field. To prevent his becoming too narrow in his specialty, he should have some training in other creative fields. The drama student will find something of value in music, the sculptor will borrow something from dancing and something from poetry. In no case shall the study of the art subjects be conditioned upon the student's success in some other subject, required or elective. The school will not use the student's interest in art as a means of coercing him into effort spent on the traditional subject matter of high-school curricula unrelated to his present interest or future competence as an artist
4. The curriculum will be arranged to provide for the graduation of each student into what is to be for him the next step in his development as an artist. For those whose resources do not permit post-high-school study of an institutional nature, the amount of technical training offered will equal or approach whatever is necessary for the first level of vocational competence, and the school will aid in making the vocational contact and in the necessary adjustments to its requirements.

Fine arts high schools

In large centers of population there are good reasons why the students with special talents for creative work in art should be accommodated in a special school designed and equipped

to carry on most effectively the type of education appropriate for them There are several high schools of this kind now established, notably the one in New York City This school, with a hand-picked faculty, serves as a valuable laboratory where well-formed theories of education in the arts may be tested For the country at large, however, the general high schools must make whatever adjustments their facilities and resources allow to provide curriculum experiences for the student-artists The usual facilities can be enriched by the full use of the art resources of the community art museums, where the community maintains one, private collections, and traveling exhibits of paintings and engravings can be annexed, local collectors of fine arts, art and drama critics, actors, photographers, dancers, of professional or advanced amateur standing may be secured to contribute their best ideas in critiques and discussion groups The programs of local dramatic clubs, sketching clubs, and the various amateur orchestras and choral groups will be available for the benefit of the fine-arts students

No matter what type of high school is made the headquarters for the special work in art, the principles will be applicable. The special talents of the students will be invested as their educational capital. Whether they become great creative artists, or only competent craftsmen, they will have had more of what is pleasant and profitable than if they had spent their school days grinding away at tasks for which they had little talent and less interest

The federal government as a patron of art

Since the principle of the division of labor was first made operative, so that one man in a community specialized in making shoes, another hats, another suits, and many others engaged in the production of commodities for exchange in an open market, the artist has had an opportunity to practice his vocation on a full-time basis But the *Mona Lisa* could not have been offered in the public market in exchange for fish or bread or homespun A considerable number of artists are engaged in forms of production that are possible only when the artists

are materially assisted by wealthy patrons who can afford, out of their affluence, something more than bread and fish. In the Renaissance the Church, of course, was the greatest patron of the arts as well as of letters, and many private individuals subsidized or employed painters, poets, sculptors, actors, dramatists, or architects With such subsidies the artists had the leisure, the time and energy, and the incentive to create great works; without an abundance of time for reflection and perfect freedom to create when the impulse is strong, the artist rarely accomplishes creations that are satisfying or distinguished Our own Nathaniel Hawthorne found it so when he participated in the Brook Farm experiment. He resigned his part when he found that strenuous physical labor left him neither time nor energy nor impulse to write, and he recorded in his diary that a man's soul might be buried in the furrow of his plow

In our country the artists have not had the patronage of Church or king or merchants' guild to assure significant creative leisure It is one of the greatest limitations of democracy in its early stages that the government of the people disclaims the cultural obligations generally observed by an enlightened monarch. The turn of the wheel finally brought our federal government into the position of patron of the arts on a scale that would be truly notable if something other than expediency had been at the bottom of the movement. The Works Progress Administration earmarked a portion of its appropriation for projects designed to give satisfactory employment to qualified artists whose livelihood had been shut off by the exigencies attending the "depression" There is great division of opinion as to the aesthetic significance of some of the work produced by these subsidized artists. It is not all of one quality, certainly, but an impartial appraisal would discover a number of contributions of evident importance. The Drama Division of the WPA was a vigorous institution; its vitalizing influence has been felt even in the legitimate or commercial theatre The Music Division not only saved from utter rout a large number of competent musicians who were permanently displaced

by the introduction of mechanical music in theatres, but it took symphony concerts out of the class of luxurious ostentation and gave them to the people in the public parks and auditoriums. The divisions operating projects in the dance, in writing, in painting, and in sculpture also worked some small miracles that assure them a place in the history of the arts in America.

The ultimate importance of these federal projects is not to be measured either by the quality of the productions achieved or by the human lives salvaged from the chaos and misery of worse than poverty. The significant fact in the WPA projects employing artists is that a precedent was established that attests our belief in the social value of art. We have said, in effect, that not only bankers and farmers and industrialists must be subsidized by the federal government in times of economic stress, but artists as well shall have the advantage of government aid because they are producers whose works are essential to the plan of living we subscribe to in the American democracy, the Puritan tradition to the contrary notwithstanding.

The Smith-Hughes equivalent for art education

If practitioners in the fine arts are needed for the development of a plan for richer living in America, the local high schools should be subsidized by the federal government in the same manner in which they are subsidized by the Smith-Hughes Act for the education of youths who are preparing to enter the skilled trades. The same amount of assistance for art that is now provided for vocational education under the Smith-Hughes law (but with somewhat more flexible conditions attached) might result in a small renaissance. The moral effect of such a subsidy, the approval it would express for fine-arts education, would be worth in its total effect more than the actual money value of the subsidy.

Such a federal subsidy, or some other even more effective provision for the fine-arts departments, is inevitable if the present economic trends continue. When our greatest national need was for men trained in the vocational skills for industrial production, there were subsidies assured for vocational educa-

tion Perhaps these are still desirable But the advance of technology makes it certain that in a relatively few years we shall be able to satisfy all our material needs with only a fraction of the present number of men and women now engaged in production. Even distribution will be handled more efficiently, releasing from that aspect of production a large number of workers If the time is approaching when we can produce more goods than we can consume, it is likely that a larger number of people may be employed in nonproductive occupations Of music, for instance, there can be no overproduction, with the last note of a concert, the music is gone Nothing is left over to act as a drug on the market, to upset prices, to occupy space in the warehouses.

The "market" for fine arts has not been scratched Consider that there are tens of thousands of people in this country, young and old, who have never seen a dramatic performance presented by a company of professional actors There are millions who have not heard living musicians, accomplished performers capably directed, play a symphony concert. The parks of our country are cluttered up with monuments of unbelievable ugliness calling for the work of a new generation of sculptors. For another century we shall not have the beauty that is possible in homes and public buildings designed by competent architects, furnished and decorated with a degree of aesthetic skill that will require the trained services of ten times as many designers and fine craftsmen as we have at work today. Our libraries are filled with ugly books that must be replaced with others, reprints or originals, designed and printed and illustrated with such skill as is now in demand.

Prospects for a new Athens in America

The quality of life that is possible now will not be realized, of course, until we have applied to our social institutions the same amount of ingenuity and honest endeavor that has been poured into our scientific and technological developments. However, the possibilities of the new leisure will not be postponed until we have remade completely our social and eco-

nomic machinery These possibilities are pressing and must be realized progressively as our institutions are progressively improved. We are already facing the gravest challenge any nation ever faced It is for us to demonstrate whether we are able to develop and enjoy such a culture as is possible now that material abundance has canceled out the century-old preoccupation of rooting in the dirt for the bare necessities of life

There is something numbing in the possibility that America will not be equal to this great challenge, having so generally and so intensively practiced the habit of getting and having at the expense of knowing and becoming It is easier for a leopard to change its spots than for a man to change the constellation of habits by which he has lived his life. A nation of men does not reform its social habits, its conventions, any more readily. It will take more than one generation of Americans to bridge the difference between the pioneer conventions of our times and the other culture that will mark the birth of a new Athens in the new world.

But we are moving on through the wildernesses The technological wilderness is all but conquered, and we have thrown outposts into the next wilderness of sociology Beyond this lie deeper jungles. Only a few have been there in the region yet to be conquered of philosophical, aesthetic, and religious experiences Perhaps it is away out there that our grandchildren, or their grandchildren, will build the first temples of the new Athens. If they do, it will be because we have, in our times, read the signs well and kept alive the sparks of special genius through which each generation will build new flames to convert new truths.

CHAPTER EIGHTEEN

Guiding Mentally or Physically Defective Youths

In some of our school districts the pupils of dramatically inferior intelligence are screened out by various tests and assigned to membership in a special class, often referred to as an "atypical" class, where the curriculum is realistically composed of such simple tasks as are within the narrow range of competence represented in the group There are no lessons whatever, in the traditional sense, and the "happy morons" elected for the privileges of this group are envied by certain other children who, though they are only a particle "smarter," are condemned to the exactments we prescribe as minimum essentials in our standard curriculum

It is related that two little girls of the degree of scholastic ineptitude we know as "dull-normal" met one morning on their way to school. One of the girls had been absent from her classes the previous day. In response to her friend's inquiry as to how she had spent the day, she replied with a sigh and an expression of deepest melancholy, "Well, yesterday they sent for me and let me take the examination to be a moron, but I failed!"

Our practice in taking care of the socially incompetent has made remarkable strides during the last thirty years. The work with defective adults is of great significance, but that with students is even more so insofar as it is of a preventive character. It is a matter of some concern, however, that we have not yet extended our techniques to include with equal effectiveness the much larger number of people who cannot

qualify as morons. In the "bell curve of normal distribution" there is a much larger number who are just above the line than the number who are just below. It is these dull-normal and subnormal youths who are so commonly held up by the conventional "passing mark" of sixty-five or seventy per cent. Their competence, academically, is so limited that they run under their own power only on the downgrades, they must be towed over all the level stretches of the curriculum, and they stall entirely on the first rise that represents the approach to the conventional secondary school requirements

But the public schools, like the public roads, are for general use. They are not for tobogganing, nor are they for exercises in mountain climbing They are not for oxcarts or for the meteoric flashing speedway racers. They may provide several lanes for traffic moving at greater and lesser speeds, but they must be so well graded and surfaced that nobody is likely to stall or bog down.

By techniques somewhat analogous to those by which our civil engineers have improved our public roads and avenues, the streets and highways of scholastic progress must be resurveyed and reconstructed For all who travel on this new turnpike, Curriculum Highway, there should be mileposts, traffic direction, and route signs, as part of the service for getting the travelers where they want to go with the fewest number possible of wrong turns, accidents, and breakdowns.

Our principal concern in this chapter is for those who start out with a very small margin of power for the journey, or with some serious mechanical defect. Like any other analogy, this one will not bear too much stretching—in education, progress is not in one direction only. But it is enough if the illustration emphasizes that failure is an arbitrary concept in which there are always several variable factors involved. We are not judges at a private steeplechase, but engineers for the public, sent out to eliminate the avoidable hazards.

To state the matter in less figurative language, consider that about twenty out of every one hundred children in the elementary schools are unable mentally to cope with the standard

high school course; they may, indeed, find even the ordinary elementary curriculum extremely difficult[1]

Unfortunately it is apparently assumed, both by those who cite these figures and others who attempt to find the application, that the ordinary elementary curriculum will still be ordinary when it finally becomes recognized that many youths who are neither abnormal nor subnormal find it extremely difficult But there is nothing really sacrosanct about the elementary curriculum. If the public school cannot take care of the public's children because of the limitations of artificial, inherited patterns and standards, then these must be expanded and modified to include the extraordinary and the non-standard.

All children stand to benefit by changes toward standards that are not only more flexible and more liberal, but more humane The first to benefit should be the great number of boys and girls who have lived all their school lives under the sword, promoted with conditions when they were promoted, accumulating with each year a larger deficit of what the inflexible Spartan standards of the old school required. Who are these children who have lived so long in the gloom and shadow and fear of failure? How do they differ from the others who always succeed in school?

Guiding dull-normal youths

Intelligence is the capacity to know and to understand. Dull-normal and even subnormal youths have intelligence in the sense that they know many things and understand many of the ordinary affairs of life. They lack chiefly particular forms of knowledge and understanding that have been conventionally associated with schools—books, grammar, problems in arithmetic, composition. Dull-normal children are almost as frequently successful as are intellectually superior pupils in mental functions that depend on ear, eye, and hand; in social adjustments that involve tact or assertiveness; in such concrete associative acts as those involved in spelling, arith-

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[1] Elise H Martens, *Parents' Problems With Exceptional Children,* U S Office of Education, Bulletin No 14, 1932, page 30.

metic, penmanship, typing, and map location, and in physical controls involving bodily strength, agility, and endurance. Without accepting the idea of natural compensation it is possible to note that even subnormal youths occasionally have marked special talents. It is evident that the modern school must formulate its program in terms of a sufficient variety of adjustments so that every student has a fighting chance at victory.

If the youths in our high schools at the present time had found throughout their previous school years a broad-gauged curriculum and social control, and if they could now be assured that their teachers are interested in helping them do well those activities wherein they are potentially most competent (rather than worrying because they are not able to do what they apparently cannot learn to do), their present school adjustments would be relatively simple. The guidance function in such schools would consist merely in helping each youth to find the areas of life in which he is most competent or for which he might discover peculiar aptitudes, and of encouraging him to strive for and to attain success within these areas.

Guidance has a far more difficult and complex problem to solve in connection with dull-normal and subnormal youths, however, because they have in almost all cases been called upon by school and sometimes by other institutions to attempt adjustments for which they are quite inadequate. Failures, disappointments, and even blame and punishments at the hands of unwise teachers and administrators have too often been their lot. Consequently, many dull-normal and subnormal youths in our schools have by the dawn of adolescence become maladjusted cases, confirmed failures, bled white of their courage to try to succeed in school.

These maladjustments are of two somewhat related types: inferiority complexes and disciplinary cases. In the former type, mental peculiarities include seclusiveness, introversion, sexual abuse, and daydreaming; in the latter, the inferiority feeling has found compensation in boldness, cruelty, noisiness, audacity, defiance, and pugnacity. Many of these failing stu-

dents have developed automatisms or ticks, they twitch, blink, and giggle, and revert to childhood fixations—they suck their thumbs, they bite their nails. Others engage in rationalizing, they believe that teachers or fellow students are unjust to them and prejudiced, or they lay the blame for lack of success to illnesses, changes of school, or other cause.

In none of these inadequate adjustments does the victim face realities or gird himself to meet vigorously his forthcoming responsibilities. It is at this point, therefore, that the school's guidance program must take hold. The first remedy is not to make the dull-normal student conscious of his maladjustment, but to draw him into a situation wherein he may win success and social approbation.

It is peculiarly important for the adviser of dull-normal and borderline students to recognize the positive and constructive importance of individual differences. Indeed, he must, with the support of the school administrator and his colleagues, make earnest and sustained efforts to encourage parents, especially parents of dull students, to appreciate the importance of helping students who lack academic brightness to find self-expression in nonacademic activities.

Unfortunately, our mechanical civilization tends always to put a premium on herd behavior and, hence, on herd abilities. During school days, teachers, students, and parents prefer scholastic adequacy, no matter how artificial and meaningless such scholasticism is. In later life, by a queer irony, any obvious interest in academic learning is often taboo! It is considered "highbrow" and artificial as compared with athletics, business, the movies, and fashions.

The teacher-adviser first of all recognizes and then helps youths and adults to recognize that it is not a disgrace for Joe to fail grammar or science any more than it is a disgrace for John to fail football or music. In the emerging high school, as in out-of-school life, success may safely be predicted for everyone who has talent and training in any one of a hundred abilities, provided his social conduct, his physical and emotional health, and his general good will toward his fellows are ade-

quate. To the degree that the accepted objectives of secondary education are understood by high school faculties and by parents, high school success may be assured to dull-normal and borderline cases just as freely as it can to bright students For the former can attain health, true fundamentals of computation, expression, and reading, contributory home membership, vocational adjustment, civic competency, leisure occupations, and ethical character quite as truly as can their brilliant fellow students.

Teachers see the seamy side

The negative traits often ascribed to subnormal and dull-normal adolescents need not discourage teacher-advisers unduly It may be quite true that a large number of such youths (after six or eight years of school failure and discouragement) do lack planning capacity, executive ability, initiative or volition, and resolution It may be true that they are easily confused, nervous and excitable, sulky or obtrusive, suggestible, impulsive, imprudent, obstinate, seclusive, resentful of criticism, quarrelsome, sly, deceitful, and cunning We cannot know how much such traits will decrease with the growth of self-confidence. The general adult population contains millions and millions of reasonably competent men who are characterized by some or all of these traits. The primary task of the public school is to deal constructively with its dull-normal students because, first, there are so many of them, and second, they are in such great need of the stimulation and encouragement that the school can readily provide

Good second-class minds

So far as first-class intelligence is concerned, the school rarely puts any premium on it. Second-class intelligence—the ability to memorize answers, the knack of recalling opportunely the proper answer, the alertness to signals (intonation of the teacher's voice or quizzical arching of eyebrows) which makes a student able to respond quickly with the learned response,

giving the effect of intelligence as convincing'y as the performance of the trained seals and ponies in the circus. ... Lass intelligence will do very well for most school work, will do better for some classes than the kind of intelligence that operates in reflective thinking.

It is not unusual, then, that some students who have not the capacity for analyzing and synthesizing in abstractions should, nevertheless, be able to win some of the scholastic honors. The dull-normal student manages to do it now and then by dint of extraordinary effort and tact. (Tact, as it is used here, may mean keeping out from under the teacher's feet, or it may mean something more positive—the moral equivalent of a big red apple for the teacher every day.) A little well placed effort counts for a great deal of intelligence in most of our social institutions; it is no more than right that some of the academic laurels should be won by mediocre students, for the world outside of the school rarely distinguishes between superlative achievements and those which are commonplace.

The modern high school (which means only a good high school, realistically conceived and intelligently administered) will not compromise its standards for academic work, or for any other type of achievement. It will give academic honors to those who have first-class intelligence and use it with first-class effectiveness. But it will have honors enough to go around, honors for achievement that is first-class in other fields, in music, art, practical arts, gymnastics, and the rest. It will follow the wise advice of the Dodo at the caucus race (see *Alice in Wonderland*). "Everyone will win and all shall have prizes!"

Prizes for all

Adults with a modicum of sophistication find it difficult to understand how some youngsters may derive mountainous satisfaction from the performance of simple tasks of some social value, provided their mead or praise is consistently paid by the person to whom they look for encouragement and approval. The tall boy who is commissioned window opener for the room may privately enhance the importance of this responsibility

until it satisfies his ego as completely as some much more difficult assignment.

There was "Sassy," a genial young Syrian boy who could not have won a leather medal for scholarship, but he was one of the most reliable boys in the junior high school he attended; he was the head usher, and six or eight boys worked under his supervision They served in many ways whenever the auditorium was used, but the part of their work that they did with most gusto was putting up the chairs!—three hundred steel folding chairs that had to be carried from the storage space, opened, and lined up. Sassy took great pride in the precision with which the rows were aligned He experimented with various arrangements of rows and aisles, rows in echelon, concentric rows, rows at new angles. He disciplined his crew and trained them to a higher and higher efficiency in placing the chairs and, after the performance, returning them to neat piles in the store room. He used a stop watch to time each job. He developed ways of handling the chairs so that there was no motion wasted, and the whole crew worked with the élan of a team of acrobats

Sassy took a tedious job and made for himself and the boys whom he chose to work with him (he had a waiting list of candidates!) a position of honor in the school and a source of such eminent satisfaction as only a craftsman can know who lends to his work his whole heart and whatever skill and resourcefulness he commands.

Then there was Sam. The teachers in a public school in metropolitan New York recall how Sam, a young German-American lad, came to school in such an untidy state that he was given some private coaching in the matter of his toilet and his dress. He was encouraged, as part of his instruction, to wear a necktie He did so, and with such personal satisfaction from the warm approval of his teachers and friends that he shortly acquired another necktie and wore them both at once There were teachers who perceived that Sam's urge for social recognition and approval might easily be turned into more conventional and more gratifying behavior They accomplished

that, by subtle indirections, and a boy who could never have satisfied his ego through scholastic attainments was saved for grace. His success transmuted him from a youth sullen, bitter, and vindictive into the school's leading citizen. As chairman of the school committee on safety he was sometimes quicker than his teachers to see some desirable improvement in the school practice. When he graduated he was awarded by acclamation of teachers and students the highest award the school gives for citizenship and service.

Conserving the marginal area

It is a wide margin, the area wherein we shall find the great number of students not predestined for Phi Beta Kappa honors, yet not so dull as to be definitely available for the merciful program allowed the atypical students. It is inevitable that, among one's friends, no matter how they have been selected, there will be a large number of persons whose scholastic aptitude marks, had they been recorded when our friends were struggling with eighth-grade arithmetic and irregular verbs, must have revealed them as members of this low-normal group. Yet they are successful and happy, in most cases, and we love them. They are physicians, lawyers, dentists, preachers, artists, musicians, teachers, professors, merchants, mechanics—they are found in every institution and at every level of service. Which only means that health, wealth, and happiness in the great world outside the classroom do not depend entirely on the qualities measured by the aptitude tests.

Success and failure are everywhere relative, and they are abstractions that cannot be measured by any concrete scale. Success in school, for all the school is a "controlled environment," is a matter so complex that no research could explain it. One student's success is another's failure. In a school that prides itself on "high standards," the standards fluctuate immeasurably, for teachers, even the most proficient, the most understanding, and the best-intentioned, inevitably bring their prejudices into every appraisal they make. They are preponderantly native-born Americans of middle-class, Protestant cul-

tural background. They are, quite understandably, best satisfied with students whose manners, speech, dress, attitudes, and general social deportment all reflect the same background as their own; what these students do is right, in the main. Conduct and attitudes that vary noticeably from this acceptable pattern are foreign, outlandish, and annoying. It is no mystery, then, why first and second generation immigrant children are found in disproportionately large numbers among the ones who drop out of high school or are squeezed out, in spite of our democratic intentions. This is the reason, in part, why a disproportionate number of the foreign children are classified as dull, or stubborn, rude, and "impossible."

It is not treasonable to say that we have been less democratic than we wished to be, and the charge that teachers tend to favor their own kind applies to all: the Jews who are teachers do not discriminate against their kind, nor do the Negroes, or the Catholics. But all teachers are of one kind insofar as teaching requires extensive preparation, special opportunities and advantages that are open only to the economic class that can afford them. In every aspect of our guidance practice there is room for the operation of class prejudice, as well as those other cultural biases. Every teacher who is intellectually honest must answer for his own conscience as to how much his prejudices inject themselves into his practice.[2]

Stupid children are not always hungry

It is entirely possible that in many cases our "intelligence" tests measure not the quality of a boy's intelligence but how much he had to eat for breakfast. Dr. Daniel R. Hodgdon

[2] The Bureau for Intercultural Education, now affiliated with the School of Education, New York University, has for several years carried on an experimental program of in-service seminars for teachers. The work of the Bureau is planned primarily to assist the teachers to discover methods by which to counteract through their instruction the racism, the bias, the discrimination that is a part of our heritage. The testimony of several teachers who have participated in the seminars leads us to believe that one of the first results, and one of the most important from the guidance viewpoint, is that the teacher himself is made aware of his own prejudices. He is made aware of them at the time he is actually discarding them, and the experience has a unique emotional quality. One teacher said that he feels as though he had got rid of a great load. And so he has.

conducted an experiment at New Rochelle, New York, that demonstrated convincingly the relation between scholastic competence and adequate nourishment. A group of children provided with extra meals of wholesome nourishing food at his school gained not only in weight and physical strength but also in the qualities measured by the intelligence tests and in ability to learn the lessons assigned them.

The implication is that some of the children we have classified as dull-normal may be more in need of food than they are in need of teaching. For them effective guidance would lead them directly to a program of meat and milk and vegetables—the first courses they need are those which make up a seven-course dinner. Ordinarily the school is not equipped to provide this kind of guidance, but an alert teacher may sometimes be able to distinguish between the children who are dull and hungry and those who are only hungry.

Bruce and Freeman call attention to the importance of proper nourishment in adequate amounts for adolescent youths.

. . . The results of specific vitamin deficiency are spectacular and serious. Depending upon the nature of the deficiency, there may be damage to the sexual structure and function, tooth deterioration, disease of the nervous tissue (and possible impairment of learning ability), damage to the capillaries, interference with metabolism of calcium and phosphorus, damage to skin and digestive system. It is common knowledge, also, that chronic iodine starvation results in simple goitre.

These conditions are mentioned not for the purpose of parading a gallery of morbidity, but simply to emphasize the importance of nutrition and healthy body functioning during adolescence which is a period of rapid growth and accelerated glandular activity; for the importance of optimum nutrition during adolescence, and indeed throughout the period of growth from the moment of conception, is being more and more widely recognized among educators and sociologists who are realizing that too often they are confronted by the end results of conditions which have been in operation for years through ignorance or faulty handling.[3]

[3] William F. Bruce and Frank S. Freeman, *Development and Learning*. New York: Henry Holt & Company, Inc., 1942, pp. 199 *et seq.*

The teacher, Bruce and Freeman point out, is dealing not alone with a student's aptitudes or intelligence but, inescapably, is confronted with a total organism. Democracy is no more than a legend to the sharecroppers, the impoverished slum dwellers, and the others who lack the nutritional elements imperative for normal physical development and emotional stability.

In a certain junior high school there was a drive on—every homeroom must subscribe one hundred per cent for the school magazine The subscription was to cost ten cents. One homeroom adviser still remembers the final report made by one of the girls of his group when the subscriptions were called for. "My mother says she's sorry but I can't subscribe, because when we have ten cents we buy a loaf of bread"

Wishing it does not cause every student to be well fed and well clad. The resources of the school are not of the type that can be used to remedy the material defects in the lives of our students The richest things we have to give them in music and art and literature will not entirely take the place of food to eat when they are hungry or warm clothes to wear when they are cold. Yet there is a place for the things that feed the mind and warm the spirit. Even if these children all came to us rosy and well nourished, comfortably and fashionably dressed, provided with everything of a material nature that they require, we could not justify setting before them the chaff and husks that make up too large a part of what the schools in general have to offer Since there are still many who are not only hungry, but wretched and desperate from endless seasons of poverty, we should have something that is good for them. We should have something to offer that will furnish them a modicum of reassurance.

A boy who is hungry may be fed, and a girl who is dejected may be cheered, but what do we have in our guidance kitbag that will help us to make whole the youths who are blind, or deaf, or crippled? Surely the most serious test of our faith in guidance is here Permanent physical defects reveal themselves to us immediately and emphatically, and our prac-

tice in this field of guidance has been developed over a much longer period than we have given to the study of many types of mental and emotional defects.

Guiding students who have permanent physical defects

> After a momentary silence spake
> Some Vessel of a more ungainly Make
> "They sneer at me for leaning all awry:
> What! did the Hand then of the Potter shake?"
> —*Rubaiyat* LXXXVI

The first principle for guiding those who have specific physical defects is that, as soon as it is possible and so far as it is possible, these shortcomings should be ignored. Such a principle is, of course, shocking to all teachers whose predisposition is to worry over other people's faults It is obvious that it is not feasible to ignore all specific defects Cardiac cases must be protected against the dangers that active participation in strenuous athletics would involve. Defective eyesight, spinal curvature, and other marked physical defects cannot be ignored. Nevertheless, the school and its teachers can and should make the necessary adjustments with as little public attention to them as possible.

Adler has shown that the chief effort of an individual suffering from the disadvantages of a physical defect is to overcome his sense of inferiority. His body as a whole is so constructed and controlled that it increases the activity of other organs, or other parts of the same organ, to compensate for the physical defect, if such adjustment is possible. Mental peculiarities accompany such adjustments owing to a consciousness of the disadvantage that the defective person feels when he is thrown into contact with his normal fellows.

Such a mental fixation may become the cause of serious nervous troubles, since it leads to mental and nervous compensations and eccentric behavior. Excessive self-assertion and cruelty are sometimes overt symptoms of unconscious protest against physical inferiority. This is the so-called "masculine protest."

Even more seriously harmful, however, is the chronic feeling of inferiority evidenced by fears, nervousness, and seclusiveness. Such neurotics try to hide from themselves the facts of their physical inferiority. They try to divert their own attention and that of others to the characteristics chosen as compensations, extreme fashions, grimaces, postures, and so forth, or they avoid the attention of others by withdrawing from all social participation. As frequent accompaniments and symptoms of this consuming feeling of inferiority there are displays of envy and jealousy, extreme sensitiveness to criticism and imagined neglect, and attempts to undervalue others. These reactions are understandable, especially when the physically defective one lives among people who are not sympathetic or make no effort to help him find worthy and effective ways of compensating

It was the Roman practice to allow a sporting chance to the Christian martyrs who entered the arena to fight for their lives against professional gladiators. In our times the child with some physical defect is thrown into many competitive situations without any compensatory advantages except those he makes for himself His need is so great and so continuous that his natural tendency is to break the rules of the game, to make his own rules in his own favor, to defy school regulations, police regulations, and constituted authority wherever it imposes restrictions that make him aware of his disadvantages. The roster of criminals and juvenile delinquents will disclose a disproportionate number of persons with physical defects, who chose without adequate guidance their ways of equalizing their chance of victory in the battle royal Case studies of delinquents sometimes indicate that the school not only failed in its duty to these youngsters but even aggravated their intolerable difficulties.

Even in the school systems where good physical examinations are undertaken and treatment instituted, any handicap is practically always considered merely in terms of academic performance We find very little attention is paid to physical conditions as they may be related to personality difficulties which often loom large in the

school situation and sometimes definitely tend to engender delinquent behavior. . . .

Handicaps that lead the pupil to be teased by his school fellows create the outstanding situations that we have known to be related to delinquency. In a number of instances when a boy was cross-eyed he found the jeering of his comrades quite intolerable. Extremely difficult delinquent cases have been based on this. . . .

The terrible social handicap of stuttering with its very plain relationship, in some cases, to the development of a delinquent career has repeatedly been dwelled on by a number of those working in this field and need not here be more than barely mentioned.

Much less well known are the variabilities in auditory powers caused by ear diseases. In one of the most marked cases of this that we have followed, expert opinion and careful observation proved that the difficulty lay in the fact that the boy's hearing powers were very considerably lessened at times by atmospheric dampness. The boy himself in his younger years hardly knew what was the matter with him. His teachers, not suspecting an ear disease because of his periods of normal hearing, attributed his troubles to character defects. His inadequacy to meet the school situation led, through the constant blaming of the boy, to an immense sense of inferiority and inadequacy that has followed him through to young adult life, where he still remains, through patterns of behavior long established, an individual easily succumbing to temptations toward delinquency.[4]

By a perverse kind of logic, the individual bearing some physical defect is anxious to prove to himself that he is superior to his limitation. The armless man learns to write with his toes and achieves Spencerian flourishes that he would not have learned to write if he had hands. There are any number of deaf persons who have "mastered" the pianoforte. The late Senator Schall, congenitally blind, had a long list of achievements, and on the day when he was killed in the street by an automobile, he had just returned from a pistol range where he had been practicing shooting at target.

Ergo, the teacher concerned with the positive guidance of youths who are crippled or otherwise limited by some physical

[4] William Healy and Augusta F. Bronner, "How Does the School Produce or Prevent Delinquency?" *Journal of Educational Sociology*, Vol. VI, No. 8 (April, 1933), pages 450-470.

defect cannot expect them always to respond to opportunities for achievement of a type that minimizes their limitations.

However, many fortunate youths avoid undue consciousness of their inborn or acquired defects by successful accomplishments in fields in which they are not deficient. The physically unattractive girl may become a leading scholar or artist; the youth of low abstract intelligence may find wholesome expression through athletics or student government

Herein may be found the primary function of the teacher-guide in his relations with students who have specific defects. He gives no sign of noticing the specific defects until he has successfully inspired the youth to participate with obvious success in activities wherein he may feel confident of victories. By such a positive program of encouragement and practice, the teacher-guide may lead his charges to recondition their ego expressions in wholesome search for attainable approvals from their fellows

It is fortunate that in a world so varied as the one in which we live every youth has native talents or previous experiences that potentially lift him out of mediocrity in some aspect of school activities and, indeed, in some phase of almost every generously conceived school activity. The youth who has lived in South America, the one whose father works in a bakery, the one who keeps pigeons, the one who has learned to knit competently, the one who can draw, the one who owns his own car, the one who likes fishing, the one who has met a prominent man, the one whose grandparents remember the events of the Reconstruction Period, the one who knows the Scottish dances—every one of these pupils has some unique contribution to make if the resourceful adviser will seek it and afford the encouragement and opportunity and approval that assure its expression.

It would be absurd, of course, to assert that the school alone could actually overcome the shortcomings of nature and of society. Nevertheless, it could so build upon the native and acquired resources of its students that physical and mental and

conduct abnormalities would seldom require such drastic provisions as special schools for delinquents, for cripples, for visual and auditory defectives, and for the anaemic

Such proficiency being uncommon in education, it is apparently necessary for the most unusual cases to have recourse to special classes and, in the larger centers of population, special schools. These special provisions are by no means general.

The Department of Superintendence of the National Education Association presented the following arguments, in part, in support of the continuance of special provisions for exceptional children:

The provision of education for exceptional children, both handicapped and gifted, is a sound part of public policy and should lead to all types of such children receiving the treatment best fitted to their intellectual and physical needs (Sixth Yearbook, pages 213–229)

In 1870 the public schools enrolled but 50 per cent of all children of school age, as compared with 81 per cent in 1930 Subjecting all of these children to the school program which experience had developed for the average has resulted in behavior difficulties, failures, and ineffectiveness. As research investigators have probed into this mass of difficulties, they have revealed the great range of individual differences in the physical and mental characteristics of pupils. In meeting the newly discovered demands, school authorities have developed special classes, new curriculums, differentiated assignments, new devices, and specially prepared teachers. Efforts have been made to help the crippled, the deaf, the blind, the mentally dull, and the mentally bright.

But the efforts of many leading school authorities to deal with the problem have not met with complete success. There are principals and teachers who prefer to work only with the normal child. Some citizens have called the special classes "fads and frills." Even parents sometimes prefer to keep their atypical children in seclusion until circumstances force such children into state institutions.

There can be little debate over the fact that the exceptional child exists in such numbers as to constitute a real problem It is clear, also, that the handicapped child is forced often by strenuous eco-

nomic conditions either into crime, or into hospitals for the mentally diseased, almshouses, and other state institutions The cost for maintaining adults in such agencies exceeds the cost of educating even the most difficult types in public schools [5]

Such schools must direct their main efforts to overcoming the unfortunate disabilities that have been inherited or developed by their students during the preceding years. To do so with the hope of a high degree of success they must recruit the pupils' desires to achieve normal adjustments or to compensate for those that it is not possible to achieve.

In the case of the school, many of the adjustments conventionally demanded of normal students are not of universal importance The fact that they are conventionally demanded of normal students, however, too often leads to the assumption that they are important. Consequently, there is much waste motion and sometimes increased discouragement and maladjustment in special schools, owing to the artificial standards of achievement that are maintained.

In planning or in reconsidering the scope and function of the guidance program in every school for physically or mentally limited youths, therefore, it is first of all necessary to delimit the problem by making sure what adjustments are so necessary to normal living that they must be attained by every student if possible Also, it is necessary to recognize that many other adjustments may be desirable for students in all schools, and are therefore to be encouraged even though they are not universally achieved in schools for normal children

For those minimal achievements that are essential the school can readily develop and present such compelling social and individual motives that they become intrinsically stimulating to students. Such motives will be found in the normal and vigorous community life of the school, just as they exist in the large community which the school represents and to a degree reproduces

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[5] *Critical Problems in School Administration,* Twelfth Yearbook, 1934 Washington, D C National Education Association, page 33

Guidance in schools for the physically and mentally handicapped

There are said to be some three million children in the elementary schools of the United States who require special treatment and training to make the most of their possibilities Presumably there are at least half as many more such youths of high school age, many, perhaps most of them, eliminated from or maladjusted to their schools

It is very likely that intelligently planned and administered schools with competent, humane teachers could, and in some cases do, provide with reasonable adequacy for a very large fraction of these youths without segregating them in special classes. If all schools should come to be so adequate, nevertheless, there might still remain needs for special classes and special schools for those unfortunate students who cannot be dealt with in regular classes and schools. Tubercular, insane, and seriously delinquent, and behavioristically very abnormal students might endanger their fellows if they were not segregated Temporarily, at any rate, the crippled, the blind and the partially seeing, the deaf and the hard of hearing, and those seriously mentally retarded must be segregated for at least part of the school day in order that they may learn to use the special techniques that may make it possible for them to attend regular classes with their schoolmates.

Only when considerable positive progress has been made in helping the student with specific defects to attain school and extraschool victories wherein success and satisfaction have mellowed his spirit and, to some degree, extroverted his introverted personality, should the teacher stress the need for special measures to overcome or recondition the student's defects or shortcomings When that time comes, the youth would be helped to set for himself the objective of mastering the least difficult process that he and his adviser can discover Ambition to overcome, or at least to decrease, his disability is made potent by the courage and self-confidence that result from his personality improvement.

In cases where the defect is inherent and largely irremediable, the self-confident student is helped to face reality and to dismiss it as a cause of worry It is thus that well-integrated characters move confidently and effectively in their words Charles W. Eliot became great as a university president and a leader of public opinion despite a birthmark that might have unfitted him for success as a social lion. Charles P. Steinmetz succeeded as an electrical engineer though he could never have made a football team. The record is filled with the personal triumphs of men and women who got around insurmountable defects. Counterparts of these persons, even though of lesser stature, exist in every classroom of heterogeneous students. They must be helped to succeed by the exploitation of whatever talents they have. Under no circumstances should specific defects be permitted to interfere with their natural right to success.

Even the dull student with specific defects has sufficient resourcefulness to circumvent his weakness, if only teachers and administrators will ignore the defects until the student has won some significant victories Else, the dull student's circumvention may lead him to antisocial behavior, to daydreaming, or to sex perversion. In his case the school stereotype must be avoided or disaster is certain

Guidance problems and procedures in special schools for students mentally or physically deficient

It is the thesis of the authors of this book that any school system that would develop adequate activity and guidance programs for all youths from the kindergarten (or better, the nursery school) through the twelfth grade or the junior college, would thereby decrease and almost eliminate the need for most of the special-class devices that are frequently maintained. In other words, despite the biologically and socially inherited tendencies toward abnormal physical and behavior conditions, the school could so conserve and promote desirable capacities and traits as to release itself from a very large fraction of the health and behavior problems that so frequently

cause its constructive program to break down in the higher grades.

Such segregation and special instruction are usually carried on in the elementary school, if at all. Only occasionally do secondary schools provide special classes specifically designed for student needs as distinguished from institutional needs. Students who fail or are in danger of failing to pass in school subjects are often segregated, but seldom are those whose physical or behavioristic shortcomings demand attention permitted the luxury of preventive or corrective classes of their own. In the early 1920's, the DeWitt Clinton High School, New York City, had such a class for students whose personality adjustments were seriously defective, and Central High School of Tulsa and many other high schools held special physical education classes for students with similar organic defects

When physical disability is not accompanied by an unfortunate mental state either of introversion and inferiority or of attention getting, both of which for obvious reasons frequently are associated with physical shortcomings, it is not difficult to engage a cooperative attitude based on an acceptance of reality In any case, however, the crippled or anaemic or otherwise physically defective youth should be encouraged to engage vicariously in the athletic games of the other students. Indeed, as reporter, scorekeeper, manager, equipment keeper, mascot, or even as assistant to the coach, some of them may find themselves actual participants in the athletic life of the school.

In schools or special classes devoted to the partially seeing and blind students, special equipment is required For the former, textbooks are printed in large type; typewriters are often provided or special pencils and pens and ink are used that assure very black lines; maps, pictures, and handwork are used For the totally blind, Braille must, of course, be substituted for type and models for maps

In either case, it is desirable that the students should associate both in class and in student activities with the other students and that the latter should be encouraged to accept them as colleagues and as equals, thus decreasing the ways in which

the former feel their difference When special Braille classes are conducted in the elementary schools, blind and partially seeing high school students are treated just as other students are [6] It is evident that the regular school has important social-psychological advantages over the special schools for the blind; the latter are necessary, however, wherever elementary schools do not provide Braille instruction. As soon as possible, the blind student should be returned to the regular schools

Students who have been deaf since birth or early childhood present problems that are much more serious than those of hard-of-hearing students who have developed impairment of hearing after having learned to speak and to understand speech and language. Special classes for lip reading are maintained by larger progressive school systems; in connection with these classes, deaf children are taught to speak with normal pitch and intonation. As rapidly as possible, the students enter into the regular life of the school in order both to adapt their own modes of behavior to those of the other students and to free themselves of self-consciousness. As in the case of the blind students, special schools for the deaf and hard of hearing must be utilized wherever the regular schools do not provide special instruction for them, but they should be returned to regular schools as soon as they have learned lip reading and voice placement

Students of abnormal mentality are cared for in special schools only if they are definitely defective or if they present difficult behavior problems Less serious cases of mental retardation are frequently grouped in special classes either as a part of a system of homogeneous grouping or as supplements of a heterogeneous or random grouping of all normal students In a special group that serves mentally handicapped students, there are greater freedom, more uses of concrete materials, greater individualism, less dependence on conventional academic tests, and less adherence to the same standards of achieve-

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[6] Mayer Lesowitz, "The Blind Student in the High School," *High Points in the Work of the High Schools of New York City* Vol XVII, No 3 (March, 1936).

ment for all students than are found in conventional classrooms The successful functioning of dull-normal youths is essential to their growth, a principle that parallels that controlling the growth of normal students as well as the mentally handicapped but which is less often practiced for them Guidance for the dull is inherent in these five practices - freedom, concrete materials, individualization, functional tests, and flexible standards—for in them each youth establishes goals that are dynamic for him, that he is able to reach, and that are worthy of effort. In his endeavors, the teacher encourages him, guides his steps, and approves of every earnest attempt and especially of every success, no matter how unimposing it may appear

All of us who tend to be traditional in our judgments of school competence tend to think of the public secondary schools as exclusively for youths who are normal, and "normal" means to us ability to be successful in the conventional subjects of instruction Rather than permit a "special class" for mentally retarded youths, we would have them sent off to an institution. But the fact is that the youth cannot be committed to an institution unless he is *socially incompetent*

Moreover, there is some evidence that the special classes maintained by some school districts do a better job with mentally handicapped youths than is done by institutions. One study that involved a follow-up survey of the employment histories of two groups of approximately equal mental capacity showed that the public school group had a higher average earned wage and fewer changes in jobs than the control group who had been discharged from institutions. Louis Stein, writing for *The Clearing House*,[7] also pointed out that many of those we classify as mentally retarded become economically and socially self-sufficient "It takes a mental age of five or six to do wrapping, labeling, or simple packing, a mental age of seven to run errands, a mental age of eight to do cutting,

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[7] "Some Questions for Teachers of the Mentally Retarded," *The Clearing House*, Vol 19, No 5 (January, 1945), pp [illegible]

stacking, or folding; a mental age of nine to do sewing or assembling; a mental age of ten to make ornamental jewelry."

In the veterans' hospitals one may see the application of some of the principles discussed above Veterans who have lost one or more limbs, or who have lost the functional use of arms or hands, are put through a course of training that not only is designed to make them in some measure able to care for themselves, but is carefully engineered to restore to them their personal poise, their morale This aspect of the rehabilitation program is replete with implications for those of us who must deal with children or youths who are physically defective. The work that has been done in recent years with spastics represents a major contribution by teachers specializing in this field as well as by the representatives of the medical profession.

Teachers who are serving their novitiate are sometimes heard to remark that they hope they may survive the various classroom trials until the day when they will be assigned to teach only "bright" students. It is to the glory of our profession that some of these teachers soon discover that the greatest satisfaction one can have may be in teaching the lame, the halt, the blind, and the academically deficient youths who are so much in need of help from teachers who are skillful and patient and friendly. If it is true that the poor and the miserable hold in their hands the patents of nobility, then it must also be true that the highest degree any teacher can win is conferred by the gratitude of disadvantaged youths who have been given help when they were most in need of help.

CHAPTER NINETEEN

Guidance as the Redirection of Potential Delinquents

WE HAVE made a little progress since the time two hundred years ago when the gallows was erected in the public square and a general holiday was declared to celebrate an execution, but our newspapers still pander to the public taste for grisly details when some notorious criminal "pays his debt to society" in the death house. If the general public is to be persuaded to support an extensive program of crime prevention, the dramatic interest must be shifted from the electric chair to the high chair. If school men generally are to be brought to realize their obligations to the potential delinquent, the criminal in the egg, it might be well to select by lot a teacher, a principal, or a superintendent to throw the switch when the hour comes for the occasion which the tabloid headlines will celebrate: YOUTHFUL GANGSTER BURNS IN CHAIR.

Fortunately, there are many teachers who perceive the obligation of the school, even when it seems improbable that all the resources of the school can counteract the unfortunate elements in a complex of circumstances that propels certain youths toward ultimate tragedy. The term "guidance" never has more dramatic significance than when we use it in connection with the redirection of the unhappy young people who, for various reasons, have got off on the wrong foot. This chapter offers a few of the many considerations that bear on the whole subject of the guidance of youths predisposed toward delinquency and criminality.

Definition of delinquency

It is obvious that, just as there are relatively few adults brought to book out of the whole number who violate the law, so there are only a small number of juvenile offenders who are apprehended It has been the custom to think of delinquents as the youths dealt with by the courts; this view is consonant with the popular notion that the only crime is being caught But there are more fish than those brought up in the nets, and the ones that are caught are not very different from the ones that get away. The children and youths who are booked as delinquents are only a random sampling from the whole number. Delinquency, then, is "any such juvenile misconduct as might be dealt with under the law"

The expansion of the definition of delinquency is not made in order to condone juvenile misconduct or to justify the mischief of those who are brought to court. But it is a necessary expansion if the extent of delinquency is to be perceived, and it shifts the emphasis from punishment to prevention. It makes delinquency a problem not just for courts of law but for communities

The old Puritanical ideas of sin, of blame, of punishment still operate in our attitude toward child offenders as well as adult offenders But there is a strong sentiment abroad which calls on the public to "abandon the practice of finding fault, of laying blame, and to recognize the fact that the causes of delinquency are natural and universal, that the problems of the delinquent child are the problems of all children, and that his social needs—the need for security in his home life, in the affection of his parents and companions, and the need for recognition, experimentation, new experience, and achievement—are as real as his physical needs for food and warmth."[1] Technological advances have speeded up our lives and added infinitely to their complexity; the problems of the child are

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[1] *Facts About Juvenile Delinquency, Its Prevention and Treatment,* United States Department of Labor, Children's Bureau, Publication No 215, 1933, page 2

proportionately more difficult than those which faced a child a generation ago. If delinquency, then, is not increasing, it is a fine testimonial to the work of the agencies set up to combat it

States and cities endeavor to cope with juvenile delinquency when the courts have passed sentence, by means of twenty-four-hour-a-day parental schools and special day schools for truants and incorrigibles, and by returning paroled offenders to the regular schools under the follow-up of parole officers or social workers In more progressive states and cities there are special classes, behavior clinics, and vocational training opportunities whereby less serious offenders may be reclaimed for social adequacy, so far as possible

Juvenile delinquency is not often brought to the attention of courts in the cases of children under thirteen years of age The commitments of children between the ages of thirteen and twenty-one increase with startling rapidity, however. The problem of dealing with those youths who have already entered upon or who are likely to enter upon a career of law-breaking becomes a serious one for the secondary school.

Environmental factors in delinquency

The sociologists are united in condemning the slum areas of our large cities as incubators for hatching the most aggressively criminal element the officers of the law must face One of the studies that substantiates this view was that made by a committee of criminologists appointed by Langdon W Post, chairman of the New York City Housing Authority The report of the committee as reviewed by Dr. Frederic M. Thrasher indicates that the slum sections of New York City are focal points for the propagation, training, and development of juvenile delinquents and criminals

Not infrequently the slum inspires in the individual a sense of social inferiority His involuntary compensation results in attitudes of bravado to force social recognition, and, in the end, we have the pathetic picture of the anemic youth, already a burden to the com-

munity by virtue of his early delinquency, turning up with a smoking gun in his hand, and finally sitting in the electric chair with bitterness in his heart and bleak wonder in his mind.

That is the normal process which seethes in the slums of any large city. The facts just discovered about New York compare quite proportionately with those previously discovered about Minneapolis, and St Paul, Philadelphia, Seattle, Cleveland, Birmingham, Denver, Richmond and a great many other large American cities [2]

There are many persons who are confused on the causal relations involved. The slums are not made wretched places because vicious people live there; rather, people are made vicious because the slums are wretched places in which to live. Still, it will not solve the problem to demolish tenements. It is a better standard of living all around that is indicated.

Factors that predispose toward delinquency

It is not possible to select potential delinquents merely on the basis of traits, since there are so many variants. In many cases it is the very characteristics of vigor, initiative, leadership, and enthusiastic responses to life's instinctive urge that lead to excesses that result in arrests Among girls, sex delinquency is generally associated with early physical development. On the other hand, habitual offenders are often sickly and physically defective [3]

Unfavorable conditions of home and neighborhood may account for such physical defects, however. Certainly, delinquents and nondelinquents of the same socio-economic status differ very little in the prevalence of physical defects [4]

The "general intelligence" of delinquent adolescents averages

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[2] "City Slums Are Shown as Breeders of Crime," the New York *Times*, 1934

[3] William Healy and A G Bronner, *Delinquents and Criminals Their Making and Unmaking*, Chapter 14 New York The Macmillan Company, 1926

Julia Matthews, "A Survey of 341 Delinquent Girls in California," *Journal of Delinquency*, Vol 8, pages 196–231

Cyril Burt, *The Young Delinquent* New York D Appleton-Century, Inc , 1925, page 238

[4] Fowler Brooks, *Psychology of Adolescence* New York Houghton Mifflin Company, 1929, page 403

very little if any lower than that of the general population, indeed seventy-five per cent of them have I.Q.'s above 80, which Symonds concludes is the average intelligence of the entire population

Weighing the evidence offered to show that delinquency is a disease that infects most of its victims in slum areas, it is important to recall that there are rural slums as well as urban ones Allowing for the numerical differences in population, the farm and the village have their share of errant boys and girls, and the psychological causes that contribute to their waywardness are fundamentally the same ones that promote delinquency in the cities. Being born and raised in a log cabin is no certain guarantee of social virtue; the farmstead as well as the tenement contribute the misguided (or unguided) young men and women whose pictures are on file in the rogues' gallery.

It would seem, therefore, that potential delinquents are to be sought (1) from among those whose home and neighborhood life are characterized, paradoxically, by very loose or by very strict controls, (2) from those whose love of adventure and excitement, violent temper, egocentricism, revengefulness, oversensitiveness, and disrespect for authority appear to be excessive, and (3) from those whose present behaviors in school and outside of school are at present of quasi-criminal character, especially those who steal, who are frequently truant, and who are sexually forward The teacher-adviser with some insight may recognize those students who are likely to become delinquents unless conditions are remedied so that they may adjust themselves positively to their homes and communities as well as their schools

Most juvenile delinquents have been school failures and frequent truants. This statement gives no assurance that if they had been "passed" in their school subjects or had been compelled to attend school regularly they would not have become delinquent, though a plausible argument might be elaborated in favor of such an assumption. It means, rather, that the traits and out-of-school conditions that later made for

delinquency were earlier making for school failures and truancies.

The incubation period for delinquency spreads out over several years; our young gangsters and their molls are the full flower of seeds planted when these youngsters were in rompers *There is no single cause of delinquency.* But the many contributing causes are effective because some early flaw in the character and personality of the child made him receptive to bad influences rather than good ones

Moving pictures are blamed for despoiling our students, but they are no real menace to students who are strongly predisposed to be good, to behave in socially approved ways They are no menace to students of sympathetic, understanding parents, living in comfortable, adequate homes, students provided in school with dynamic social motives and ample opportunity to express these, students whose neighborhood provides a variety of supervised activities for the worthy use of leisure

Our best plan, strategically, would never call for rigid control of the youth's leisure time Youths naturally resent the organization of their recreation (play) by outsiders The uplift motive of which we are frequently guilty makes no allowance for the natural right of every individual to "waste" a fair amount of his time The basic strategy of control is not to deal with the individual but to create a network of community influences and forces which may enrich life for both youths and adults and offer permanent satisfactions to compete effectively with the pernicious attractions of the street

In the opinion of Howard A. Lane, formerly consultant to the Crime Prevention Bureau of the Detroit Police Department, every delinquent represents the failure of family, neighborhood, *and* school. "A human being is a product of the life he has led The amount of disorder and degradation among human beings is the measure of the extent to which their needs are not being met Delinquency is a social phenomenon, the result of social disintegration, of lack of community concern. . ."[5]

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[5] "What a Child Needs" *Michigan Education Journal*, October, 1945

Lane states that a child so far gone as to come to the attention of the police for violation of law has been failed long before "Many times he has asked for the bread of interest and understanding and has received the stones of rejection and neglect." The schools that are aware of their responsibilities and are willing to improve their practices so as to become effective in remedying some of the manifestations of human deprivation will:

1. Assume responsibility for the adjustment and happiness of each child. The adjustment of the school to the child will be the goal, not the adjustment of the child to the school
2. Know the child as a unique personality This does not mean increased clinical facilities. It means an increase in free, continuous contact between teachers and pupils, the pupils and teachers being sufficiently free from imposed procedures and standardized outcomes that the children may reveal their real dispositions, motives, and attitudes
3. Increase in respect for the values and immediate purposes of children
4. Provide facilities and appropriate atmospheres for genuine, concrete experiences for children in which they may find the satisfaction of attaining immediately significant results
5. Provide for complete use of school facilities as long as they may meet any otherwise unsatisfied need of anyone in the community.
6. Assume the professional educational leadership of the community What other "profession" says, "We can't use our best knowledge because our patrons won't let us"?
7. Exercise increased civic responsibility and influence in the interests of children. Teachers know when their children lack play space, adequate health care, appropriate provision for their safety. Teachers must keep the community constantly informed on the condition of its children and insist that needed provisions be supplied
8. Grow rapidly toward being the community's cultural center for children, a place and an arrangement through which a community provides for its children's needs A wise observer has recently stated that we shall make no progress in eradicating delinquency until a community is as much ashamed of having "bad" children as we expect a family to be

The responsibilities of the school were more fully stated in the report made by Kvaraceus During the period when he was Assistant Superintendent of Schools and Director of the Children's Bureau in Passaic, New Jersey, Dr. Kvaraceus conducted an extensive research project described in *Juvenile Delinquency and the School.*[6] The research included a study of causes of delinquency, methods of preventing delinquency, and the share that the school may play in the community program for controlling delinquency. In the Passaic Plan the school was the central agency for the prevention of delinquency, and within the school the teacher had the most important role. It is the teacher who must decide when a child needs special help. Great damage can be done, Kvaraceus has stated, by waiting too long to obtain specialized diagnosis of the causes underlying children's unhappiness and malfunctioning.

The Passaic study and many others directed toward a similar purpose provide ample evidence concerning the causes of delinquency and the methods for its prevention. The statistical reports are enlightening, but for those of us who believe that "guidance is people" there is even greater challenge in the human element to be found in the detailed case studies "Cappy" is only a statistic until you read the case record of an unhappy girl of 15 who wanted to support herself so that she could escape from a wretched, quarrelsome, brutal family. Because she was lacking in knowledge, gumption, and moral scruples, she was very soon victimized by some young gangsters who set her and another girl up in commercialized prostitution. The girl was, by unfortunate circumstances, rescued by authorities, hospitalized for the cure of venereal infection, and socially rehabilitated. But the "happy ending" does not in any way mitigate the blame that must be shared by all the community agencies that represent the collective conscience of Cappy's neighbors.

The Passaic study revealed clearly that the schools are often a contributing factor among the causes for delinquency. Delinquents, more than half of whom had come from Grades

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[6] William C Kvaraceus, *Juvenile Delinquency and the School* Yonkers-on-Hudson World Book Company, 1945, 337 pages

6–10 inclusive, had almost without exception received very "low" marks. Scholastic failure or near-failure significantly marked juvenile offenders from the rest of the school population. Almost all delinquents repeat one or more grades, many repeat several grades, and girls who are delinquent are found to have repeated more grades than boys who are delinquent. The lack of school success appears to produce a lack of incentive, which leads to truancy: a third of the delinquents were known to have been truant prior to their referral for some misdemeanor, and two thirds of the delinquents expressed a marked dislike for school in general or for some person connected with the school program. The delinquent group represented families that had moved frequently, so the youths had transferred frequently from one school to another. The junior high school grades are the getting-off-place for most delinquents as the attendance laws do not require attendance after the age of 16.

> In general, the school picture of the delinquent presents an unsatisfactory, unsuccessful, unhappy, and hence extremely frustrating situation which precedes or accompanies undesirable behavior. The delinquent group was found to differ significantly from the general school population in many of the factors studied. . . The school's responsibility for desirable and undesirable conduct is great. It must be recognized and met in a planned program.[7]

In the Passaic Plan it was assumed that the greatest service the school can render is in the early recognition of signs suggestive of the delinquent pattern. Students who manifest such signs would be promptly referred to the Children's Bureau, the central office where the coördination of all phases of the plan is accomplished. The emphasis was predominantly on prevention, and this emphasis enhances very much the importance of the teacher in the general plan.

There are some students whose out-of-school life is filled with serious problems and whose school life is not quite a

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[7] *Ibid.*, pp. 155–156

succession of academic triumphs, yet some of these students develop a vigorous and aggressive way of compensating for their handicaps without being antisocial or demonstrating any disposition toward delinquency. But there are other students whose adjustment to aggravating conditions takes the form of behavior that would lead straight down the path to criminality. "These are the children who do not belong to any supervised social or recreational groups, who belong to bothersome gangs, who play truant, lie, cheat, destroy property, hit other children, and fail in their schoolwork, or who turn their aggression inwardly upon themselves and become sullen, seclusive, and unhappy" [8]

The school, when its faculty members are alert to the many ways in which they may control situations so as to engineer for these disadvantaged students some opportunities for certain success, recognition, and approval, can save some of the predelinquents before they get clear off the beam. If delinquency begins to bud around the age of ten, it is obvious that the secondary schools and the elementary schools must have a common purpose and a well defined procedure that is coordinated with those of other agencies "For continued successful operations, delinquency-control projects require leadership by an officially recognized agency having the highest possible standing in the community as the advocate and mentor of all children. This may be one agency in one community, a different one in another, or a different agency at a different time in the same community. There is, however, one agency which has the capacity for stirring the community toward dealing effectively with delinquency problems which operates at all times and in all communities That agency is the school system" [9]

The late Nathan Peyser, out of his rich experience as a progressive principal and community leader in Brooklyn, expressed as follows his concept of the function of the school in preventing delinquency by a constructive program:

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[8] *Ibid*, p 278.
[9] *Ibid*, p 244

Most criminals have been school failures Failure stands out strongly in the lives of the maladjusted We must protect our children by diagnosing their needs more efficiently; by classifying them properly, by adjusting curricula, class organization, and methodology to their particular needs, interests, and abilities, by enlisting their interests, and by individualizing instruction In each case, we must discover activities in which the child can be successful We must treat each pupil on his own level, starting from where he is and leading him upward by suitable stages along the road of successful achievement Success engenders interest and confidence, and leads to further success Failure begets loss of interest, inferiority feeling, further failure, and ultimately escape or compensation in forms individually objectionable and socially undesirable

. . . The school is the only agency of society that comes into contact with all of the children, it has the confidence of all persons, it can secure the cooperation of all agencies, public and private; it reaches into all homes through its most emotionalized factor, the child. It can become the most potent force, not only for the teaching of subject matter, but, next to the home, for the conservation of the integrity of childhood and the protection of society [10]

Cooperation of all agencies

The most ambitious school could not prevent delinquency through the contacts it has with children in one hundred eighty school days out of the calendar year of three hundred sixty-five, school days of five hours out of sixteen waking hours. The school must fight a losing fight except as it supports and is supported by the other community agencies that reach children, or can reach children during the great number of out-of-school hours

Boys' and girls' clubs, settlements, park and police departments, playground and recreational organizations, clinics, juvenile courts, social service organizations, housing commissions, and the rest all taken together clearly have more direct control of the environment of youths than the day school can have. These agencies, and others that will be created, could work with the schools to wipe out delinquency

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[10] "The Public Schools and the Problem of Crime Prevention" *The Journal of Educational Sociology*, Vol VI, No 3 (November, 1932), pages 131-138

The teacher-adviser who would endeavor to forestall the unhappiness and human waste entailed in delinquency should appreciate first of all that he is not dealing with a markedly different kind of boy or girl from those he would find among youths who are not potential delinquents. "There but for the grace of God stand I!" takes on more incisive significance to the teacher who has watched the development of boys and girls equally prepossessing in appearance, from backgrounds comparable in biological advantages, and in all important respects representing the same general limitations in social environments, some of whom have become splendid citizens and others delinquents and criminals

The adviser who seeks to help each student achieve and retain self-respect and confidence in his school and home and community relations is setting the general condition that is most necessary in the prevention of potential delinquency from becoming actual delinquency By watching carefully the attitudes of his charges for evidences of increasingly frequent sullenness and audacious defiance of authority, he may be able to coördinate the efforts of visiting teachers, administrators, parents, and police in a tactful but persistent study and treatment of the students' needs.

Of the many social institutions whose ministries for youth overlap, the one closest to the school in its present aims and methods is the juvenile court As the matter now stands, especially in large centers of population, the ultimate effectiveness of either the school or the juvenile court must depend upon how skillfully they can be coördinated

The juvenile court

It is amazing that teachers and school administrators are largely ignorant of the progress made by the juvenile courts and their affiliated agencies in handling juvenile delinquency. It is due partly, perhaps, to the popular notion that delinquency and juvenile courts are both aspects of urban life. Most teachers are working in small towns They think of delinquency as some invention of social workers. They consider the juvenile

court movement of no more than academic interest for them. But the records show clearly that the small towns contribute their share of erring and errant boys and girls. Perhaps the problem is simplified somewhat for the educator in the small town, for the "bad" boys and girls are very likely, when they burst their bonds, to go off to the big city. Sin, even in its mildest forms, is somehow less glamorous on Main Street than in the alleys or on the avenues of the metropolis. Once they have left town to practice their favorite iniquities in the city, the city agencies are responsible for them

"First, catch your rabbit" Thus began the old recipe for making a rabbit potpie. For many years the courts were satisfied to employ as their first step an analogous beginning, with them it was, First catch your delinquent They were not hard to catch, there were so many of them, and more and more all the time.

But delinquency, by the rational definition now applied, does not wait for a court. The youth is a delinquent when he violates the law, whether he is apprehended or not It is no longer possible to think of delinquency as made by the courts The wayward youngster does not become a delinquent when his name is written on a police docket His delinquency is a fact by that time. The small-town runaway who is booked by the city police owes his delinquency to the faults of the community where he failed to acquire approved social habits. It is obvious, then, that delinquency is not a phenomenon peculiar to the cities that maintain juvenile courts. It is the evidence of bad social engineering in country districts, in crossroads towns, and in county seats as well as in New York and Denver and Los Angeles.

The classroom teacher, as a part of his preparation, should be familiar with the juvenile court movement not only because of the opportunities the school may have to aid in the rehabilitation of some delinquent youth, but because the public schools at large would be much more valuable agencies for social progress if the best principles observed by the best juvenile court agents were practiced by teachers and principals.

Doctors of public welfare

There is nothing in the history of social engineering more encouraging than the celerity with which juvenile court agents and social workers developed a "code of fair practice" for use in handling delinquents. They went further. They investigated the causes of delinquency, and they have developed techniques which, if they were applied generally, would prove as effective against the microbes that cause crime as the medical profession's techniques have proved against those which cause malaria.

The "crime prevention" movement is old enough to have a distinguished record. It is handicapped somewhat by the negative character of the phrase. Its purpose is not merely to prevent crimes, or to prevent youths from being criminals. It has a constructive purpose that is hard to catch in a phrase. It is expressed well enough by *education,* if that word is not taken to mean schooling, textbooks, examinations, and the three "R's" The juvenile courts and allied agencies are engaged in a campaign in some cities which is preventive in the same way that the work of the public health service is preventive. Just as there are many physicians now turning from the business of curing the sick to the more constructive work of keeping the community healthy, so there is some progress toward keeping the community, and all the individuals who are its members, socially integrated. The doctors of public health and the doctors of public welfare will both depend on education as the effective means to accomplish their purposes.

A large number of these doctors of public welfare must be recruited from among the members of the teaching profession. The traditions of the legal profession are hide-bound, inflexible. Many lawyers and judges revere the law and its abstractions more than they love youth or believe in a telic society The difference between a lawyer and a teacher is the difference between the Mosaic code and the Golden Rule. The ten commandments are rules, regulations, prescribed to set narrow bounds for human conduct. The Christian rule of life is the

essence of sympathy, tolerance, humility, and humanity. The juvenile courts, in their actual practice, are unquestionably compromised by the legalistic attitudes of some officials. But if the teachers and principals performed their work as effectively as they might, there would be less need for concern about the attitude of officials, for there would be fewer delinquents and fewer cases in court.

This is not meant to oversimplify the problems of juvenile delinquency. They are so many and so complex that it takes a strong heart to endure a reading of them all when we list them. Familiarity with even a few actual cases may fill one with a conviction that some youngsters are incurably perverse and wholly untractable, no matter how sympathetically they are handled. It appears, sometimes, that youths who are wayward work at it so much more energetically and persistently than others, who are everything they ought to be, work at doing what they ought to do. If there were just some way to tame them or slow them down! In utter desperation we may think of the possible uses of surgery—some delicate adjustment of this gland or that under the scalpel, and Joe would learn to behave himself, would he not? But these desperate cases are solved sometimes without any operation, and most of the potentially malignant cases are only routine problems when they are discovered in the gymnasium or the kindergarten, the patient being unaware then that anything is wrong with him. An apple a day keeps the doctor away, and a few small victories of a social kind have a miraculous effect on the potential delinquent.

Opportunities and limitations of disciplinary classes and schools

It is unusual nowadays to find school boards or their executive officers who appraise teaching candidates in terms of their physical ability and courage to "lick the kids." Nevertheless, such a criterion has been a most important one in the past and it has not entirely disappeared at this day.

In the modern school, however, the regimen and diverse

educational program are such that, supplementing as they do a more docile and regimented population and the recession of the frontier virtues of physical aggressiveness, infractions of school discipline have become very unusual and of minor importance. Only in the cases of youths of distorted personalities and those from very unwholesome home and neighborhood environments is discipline an important school problem. Minor infractions of school rules, whispering, noisiness, ungentlemanly behavior, truancy, and even stealing from lockers, do frequently occur. But such infractions are most frequently reactions against boredom of the too smoothly running humdrum school. Even stealing is often undertaken not for the goods so obtained but as an answer to a challenge implied in a locked locker.

In the cases of the unfortunate youths who are so socially maladjusted to social regimen as to become disciplinary cases, the modern school system usually either sets up special disciplinary classes within the schools or establishes special schools which these students attend. The guidance problems involved are of such a nature as to require in their solution the greatest possible science and art, or wisdom and tact.

Only in the boldest of secondary schools is the intermediate stage of a disciplinary class within the school organization attempted. It seems probable, however, that compulsory school attendance laws are now sending into the secondary school such large numbers of youths with unfortunate biological and social inheritances that many urban secondary schools will be obliged to organize such classes, just as many elementary schools have done. They will not be justified in expelling and so causing the commitment of the thousands of "bad" boys and girls whose predecessors have not been tolerated in the school.

The general problem of guidance of disciplinary cases or of delinquent youths, whether in special classes or in special schools, requires boldness and drama for its solution. These classes or schools enroll only pupils with whom ordinary teachers and ordinary school methods and material have failed. The teachers of disciplinary classes deal with groups one hun-

dred per cent of whom have made abnormal adjustments to the kind of institutional and social codes that the school upholds, though their adjustments may conform to those of the homes, neighborhoods, or gangs with which they are associated during their out-of-school hours. In many cases, however, there are psychopathic twists that have predisposed them to the acceptance of socially false values; among them are the introverts, introspective, timid, and seclusive, who have perhaps overcompensated for their fears by bold fronts and spectacular feats and by initiating cunning enterprises, and the extroverts, bold, blustering, paranoic, defiant. The segregation of such youths has all the dangers and all of the advantages of mutual associations, interdependence, and shared responsibility for the accomplishment of group purposes.

It is obvious that the teacher must be a partner in as many group projects as possible; else, the ingenuity, the gang attitude, and the mass energy will frequently turn against him. It behooves him to help initiate projects in which the more energetic pupils can be led to join; he can thus subordinate his role as low enforcer for the gang to obey or to outwit and defeat, and so he can largely remove a major challenge for disciplinary outbreaks. To succeed in this subtle change of apparent roles (for in fact the teacher must remain the law enforcer, however much this function is covered up), he must understand the mental-emotional background of the youths of whom he has charge.

Happy is the teacher who has had similar yearnings and codes in his own youth and who remembers them, for he can live again vicariously the codes and adventures of his pupils. "Paradoxical as it may sound," says Lass, "the teacher of the 'bad boy' must himself be a 'bad boy' at heart. He must be one who has never grown up, who keeps fresh his boyish peccadillos, who keeps alive within himself a spark of the wildness of youth. He must remember vividly, as if it were yesterday, his first cigar, his first pair of 'longies,' his first 'date.' He must never forget the first window he broke, the first policeman whose prehensile claws he eluded, the first 'scrap' he had.

The high adventure, the reckless aimlessness, the mystery of woman, the spacious yearnings to experience the universe: all these must be a living, breathing part of him. For it is this core of eternal youth in him that subtly and surely attracts and holds the boy who is repelled by anything else"[11]

Much may be done by selecting more adaptable curriculum materials, but such adaptations require vastly more adventure and frequent success and pupil-teacher partnership than the adaptation of the docile "well-behaved youths" Temporarily, at any rate, standards of achievement must be left with the class to decide informally "The academic interests of the 'bad boy,'" says Lass, "are not keen enough to evidence a knowledge *per se*. He must have his learning galvanized through the personality of the teacher"[12] That personality must be so tolerant and understanding that it recognizes the place of animal spirits and "horse play," the basis of the youths' worship of physical power and material success and power with an absence of chivalrous standards regarding their uses, and the background of their contempt for law and order, their restiveness in the orderliness of school routine. The teacher with such a personality knows intuitively that these youths cannot be approached on too high an ethical plane, that meticulous watchfulness, while often necessary, must be so subtle as not to be suspected by them. He will employ stories of adventure and daring, socialized recitations, self-government, orchestras, class newspapers, and all other projects that give to the students individually and collectively a feeling of power. He will be rewarded for his sincerity, sportsmanship, square shooting, and readiness to "give them a break" by their acceptance of him into membership in the class "gang" When they have sized him up, tried him out, and found him genuine, they will give him their almost blind loyalty

In most regards this bold pedagogy has an equally impor-

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[11] A H Lass, "The 'Bad Boy' and His Teacher," *High Points in the Work of the High Schools of New York City*, Vol XVII, No 3 (March, 1935) Reprinted from National Education Association Journal

[12] *Ibid*, page 9

tant place for teachers of youths who are not yet and perhaps never will be actually delinquent, for the traits of disciplinary students have counterparts in a large fraction of the less openly maladjusted youths They too seek personal friendship and guidance, they too want understanding and encouragement to attempt positive and meaningful achievement; they too are largely unliterate in interest and practices because they live in an unliterate world

The school and the class for delinquent youths must, therefore, be so organized and administered and supervised as to reinforce the teacher who helps his students individually and collectively to set up objectives that are dynamic, reasonable, and worth while. Such a school would support the teacher's efforts to help his class and his individual students to attain their objectives and would open its own avenues to honor and recognition and power for the pupils who he believes are ready to take advantage of them

The cost of prevention

Donald Du Shane, Executive Secretary of the National Education Association Commission for the Defense of Democracy Through Education, reporting on the findings of a national conference, stated that the schools of this country could reduce the delinquency rate seventy per cent if adequately staffed, equipped, and coordinated with other community agencies.

. . Delinquent children are not marked by innate perverseness. There are definite causes and reasons for their behavior Delinquent conduct is usually the result of an attempt by the child to satisfy his desire for success or group approval If he cannot achieve

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[1] George C Minard, "The Truant Goes to School [illegible]," *Better Times*, Vol XVI, No 23 (March 1, 1935)

George C Minard, Christine K Swanson, et al [illegible], New York The Children's Village, 1929

J W Withers, et al, *Excerpts from [illegible] Children's Village*, Dobbs Ferry, New York, 1929

George E Hill, "Education and the Delinquent Boy," *Phi Delta Kappan*, Vol. XV, No 5 (February, 1933)

such desires through socially approved conduct, he will seek satisfaction from activities disapproved or illegal.[11]

Fortunately, the symptoms of maladjustment can be detected years before there is any misconduct of a character that would bring a youth into serious conflict with society. Individual study and treatment must be assured for every student whose conduct or attitude indicates predelinquency Teacher and principal, if alert to the importance of this service and trained to carry it out effectively, will make early identification of predelinquents. This identification will call for special attention to students who are truant, dishonest, and destructive, and to those who are secretive, antagonistic, or interested in undesirable outside gangs or activities.

. . . . It is necessary that the school understand the vast range of individual differences among students and provide all children—particularly those with mental, physical, or social handicaps—with work that will enable them to have a measure of success and satisfaction out of the school program. . . . School failure produces a feeling of insecurity and dislike for school which frequently contributes directly to misconduct outside the school

Dr Du Shane points out that many schools do not realize that their failure to give each child a sense of success, provide him activities which satisfy his needs, give him an opportunity for leadership and for companionship, may contribute to the development of attitudes and habits that ultimately result in delinquent or criminal behavior. To provide an adequate program for the prevention of delinquency will increase school costs. But the increase in cost would be only a small part of the cost of crime, of police protection, of court trials, and of jails, reformatories, and penitentiaries. The actual saving in money that would eventually accrue would be less important than the conservation of youths for productive citizenship and wholesome living

[14] "The Schools and Juvenile Delinquency," *NEA Journal,* Vol 36, No 2 (February, 1947), p 100

In conclusion it seems fair to say that the schools are doing a better job, by and large, than they were ten years ago. The best the schools can do will still leave a large share of the burden for other social agencies. The disintegration of the family is sometimes mentioned as a principal cause of delinquency, and from this we in the schools might take our cue for a long-range program: If we could manage to teach sound principles of child development to a generation of high school students—this would have to be nation-wide, of course—then we might sit back and watch to see how much more effectively this generation of students would perform when they had attained the responsibilities of parents. It is an idea that one puts aside as Utopian, yet in solid truth it is only a part of the whole wonderful and crazy notion we have that through education we can lift ourselves by our own intellectual boot-straps!

CHAPTER TWENTY

The Guidance Possibilities and Limitations of Special-Type Schools

Of all adolescents enrolled in secondary schools the great preponderance are in general high schools These schools commonly offer diversified curricula, but they are largely prevocational in the nature and scope of subjects taught. The other high schools (vocational high schools, technical high schools, and the several types of schools that provide for students who have withdrawn from the full-time schools in order to work at part-time or full-time positions) have problems of considerable interest to anyone engaged in a special study of the principles of guidance. In the following pages we shall consider the guidance possibilities and limitations of vocational, technical, cooperative and evening schools for students of secondary grade, concluding with some observations on the place of guidance in summer schools and camps

Guidance problems of full-time vocational schools

Private and public full-time trade schools were established in the larger American cities during the first decade of this century. The private schools were afforded some state aid, and in the second decade the Smith-Hughes Law assured generous federal subsidies for the public high schools that qualified. Full-time specialized public trade schools have not been developed extensively, however, though there has been some advance made in a relatively few trades involving high degrees of specialized skill, such as printing and hotel service In spite of our great industrial progress, vocational schools train-

ing machinists, plumbers, draughtsmen, linotype operators, designers, painters, electricians, needlecraft workers, and the like have continued to operate but have served very small numbers of youths.

The constant pressure of oversupply of trained workers in the organized trades has made the workers very cautious in their support of vocational schools. Since the vocational schools have depended very largely for their public and legislative support on the forces of organized labor, the schools have been obliged to convince the labor leaders and the rank and file of union members that vocational schools would not be used to supply competitors who would accept less than the established wage rates

The danger that they might do so has been made more real year by year because of the displacement of skilled workers by machine operators in many lines of industry Indeed, in typical larger manufacturing plants, almost eighty per cent of the workers in production of goods are semiskilled and unskilled workers and apprentices,[1] seventeen per cent are skilled workers, three per cent, foremen and one per cent, superintendents and department heads. Indeed there are over one third as many office workers and salesmen in these manufacturing plants as there are skilled workers.

The demand for intelligence and responsibility on the part of the individual skilled worker increases as the relative number of such workers decreases, thereby widening the breach between the great masses of industrial workers and the machinists, toolmakers, patternmakers, and the rest. These skilled workers tend more and more to prepare the work and tools for the machine tenders, to repair these tools, and to finish off the product and test it. They form an aristocracy of labor, their employment is more stable, their wages more nearly adequate, and their sense of responsibility higher than those of other production workers

The unskilled production worker is typically a rover. "He

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[1] See W H Stead, "Personnel Survey of Twenty Twin City Manufacturing Plants," 1925. Data cited in *Occupations*, Vol 13, No [illegible] (June [illegible]) [illegible]

works on so many different kinds of materials and with such a variety of machines during his work history that, as Dr. Prosser says, 'There is no carry-over from training in auto repair to operating a bottling machine.'" Even "the semiskilled worker—may work in cast iron this year but his next job may be working with pie crust dough on a wholly different line of machines"[2]

It seems probable therefore that all-day vocational schools will continue to limit their work to the preparation of older boys and girls for jobs as apprentices or helpers in the skilled trades, both seasonal and steady, and for job-improvement training of adults. In many of the trades there will remain permanently, so far as one can now see, jobs that require both the specialized uses of machines and the initiative and self-reliance of an intelligent operator. In the automobile vocations, the mechanic and the ignition expert can scarcely be replaced by machines or by standardized technology. Similarly, in aviation, the pilot and mechanic; in electricity, the station operator, "trouble shooter," lineman, and house wirer; in the metal trades, the foundryman, patternmaker, structural ironworker, sheet-metal worker, and machinist; in pharmacy, the drug clerk; in plumbing and steamfitting, the installer and repairman; in printing, the linotyper, monotyper, lithographer, and photoengraver; in radio and telegraphy, the operator; and in woodworking, the carpenter, cabinetmaker, and designer will not readily be replaced, however much technology may furnish better tools and semifinished products

In agriculture and in business occupations, the personal traits of the workers—initiative, originality, self-reliance, perseverance, honesty, and responsibility—are so important that mechanical invention can never entirely replace them, though it is rapidly modifying their job functions and decreasing the importance of purely technical skills and knowledges.

It may well be that the relative numbers of skilled workers may become so restricted that preparation for admission will

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[2] Charles A Koepke, "Reply to Dr Prosser," *Occupations*, Vol 13, No 9 (June, 1935).

From "Your Children and Their School," Los Angeles ... D ...

THEORY WEDS PRACTICE IN THE COOPERATIVE SCHOOLS

be further postponed, either through age-grade requirements for vocational schools or by minimum-age requirements for admission to the factory or office set up by the trade, by industry, or by the state itself. So far has this tendency already progressed that guidance in vocational schools is coming to be considered adult guidance rather than adolescent guidance.

The number of candidates for admission to trade schools is generally far greater than the capacity of the schools or the number of jobs available for graduates justifies the school in admitting. Students who enter full-time vocational schools are, therefore, generally a select lot, though sometimes the bases of selection may be unintelligent or undesirable. Recommendations from trade-union leaders, politicians, and former teachers are often given consideration. Academic standing, "general" intelligence, and occasionally aptitude and competence tests are used; physical examinations are customary.

The first choice of vocation is generally left to the student, provided, of course, that he has the potentialities of success. His admission to the school ordinarily is based on his ability to satisfy the admittance officer that he is a good risk in the special job curriculum that he desires to enter. Despite the Draconian elimination before admission, the elimination of students in vocational schools is very great.

The head of the job curriculum in which the student enrolls becomes automatically his immediate guidance officer or sponsor. This teacher is presumably familiar not only with the technical and personal requirements of the jobs for which training is being given but also with employment and labor conditions within the occupation. His function as guide requires him to know the students enrolled in his curriculum, their technical progress, and their character traits.

If his department is large, he may, of course, decentralize the guidance function among his assistants, but he will recognize that its direction and supervision remain major functions of his own. The most obvious approach to such guidance is through the vocational or life career motive. Surely, in the vocational school if anywhere, students can be led to set up both

immediate and more remote objectives that are dynamic, reasonable of attainment, and worth while, and be helped to attain these objectives To complete a job satisfactorily and to gain a high degree of technical skill are immediate objectives that are made realistic and vitalized by their connection with the student's vocational future and perhaps with his immediate earning power as a part-time worker. Quite as potent a motive, however, is the growing feeling of competence and self-respect that comes to him as he is led to triumph after triumph as he progresses through his work

A member of the departmental staff should meet the students of the department once a week or oftener for group guidance. Such meetings should deal with problems of personal and social relations, job wisdom, and occupational problems, and a study of related occupations and educational opportunities It should involve lectures, moving pictures, trips to plants and to libraries, and an exchange of experiences of vocational or personal character by the members of the group In this group guidance, success depends very largely on the confidence and friendliness that the teachers can inspire.

Such dynamic guidance as is involved in these educational procedures should be supplemented and supported by the personnel work of the regular guidance staff of the school, if there is one; otherwise, by the administrative officers. There should be available records showing the educational equipment of each individual, as objective as possible; an inventory of his mental, physical, and social equipment, a record of all vocational and achievement tests that he has taken; a cumulative record of his previous school career including not only his scholastic achievements but also his interests, tryouts, electives of subjects, changes of curricula, participation in student activities and in extra-school activities, part-time or full-time employments; and evidences of special technical, social, and intellectual abilities and disabilities, and evidences of emotional adjustments or maladjustments, and his personal and family history.

As a check upon the departmental guidance discussed above, the school's personnel officer should interview each student at

least once a term. A student who is making inadequate progress should be brought into a conference, together with his parents and his faculty sponsor. If his maladjustment involves his part-time employment, it may be well to call the conference at a time and place when a representative of his employer may be present, too.

Allen lists the following nine occasions which call for such interviews apart from the routine check-ups:

1 When the student enters or leaves school;
2 For recording information concerning his history and present status;
3. When he makes his choice of a special job-curriculum,
4 When and if he enters upon part-time employment,
5. When he takes up, or avoids taking up, supplementary educational opportunities;
6 When and if problems of personal or social adjustment arise;
7 When attendance, discipline, health, appearance, activities or vocational pursuits threaten to interfere with his success;
8. When he is a candidate for placement, either part-time while still in school or full-time following graduation or dropping out of school; and
9. As a follow-up measure after he has left school to assist by advice or intercession in making new adjustments or in finding more appropriate jobs.[8]

The radical changes now taking place in industry, agriculture, distribution, and service occupations are certain to be reflected in the character of trade school training and guidance practices. Assuming that there will be an orderly series of changes in our country—no perilous economic collapse, no drastic political upheaval—we may expect the vocational schools to parallel the changes that come about in the communities that maintain them There will probably be a continuation of the movement away from craft-separatism. It was the craft-union

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[8] Richard D Allen, *Organization and Supervision of Guidance in Public Education*, New York Inor Publishing Company, 1934, pp 33 *et seq*

movement and the rise of the American Federation of Labor that influenced the early development of our trade schools, public and private. It seems likely then that the success of the industrial union movement, as represented by the CIO (and by John L. Lewis's "District 50") must have, sooner or later, a significant bearing on the vocational training program.

Unless we were to declare an indefinitely extended moratorium on technological invention and crystallize our vocational practice about our present organization, there is no way to recapture the vocational stability that was enjoyed a generation ago. Increasingly, then, vocational guidance becomes a matter of building into the individual student the degree of self-knowledge and self-assurance that will enable him to make vocational readjustments wisely as often as they are required by shifts in the pattern of industrial organization. Guidance for workers in an economy of abundance will assume, also, a larger interest in avocational pursuits than was indicated when the twelve-hour day left too small a margin for anything but grubbing. There is nowhere in education greater demand made upon the ingenuity of the professional personnel than in the guidance of youths who will do the world's work during the next generation. It is fortunate that the vocational schools at present employ many men and women equal to these demands, competent to do pioneer thinking.

Opportunities and limitations of the technical and cooperative school

During the latter part of the nineteenth and during the first decades of the twentieth century many of the larger cities of the United States established technical high schools to supplement their general or academic secondary schools. These technical high schools were variously known as manual training or manual arts or practical arts or polytechnical or technical high schools They had counterparts in the field of business education, generally known as commercial high schools.

While the aims of the founders of all such schools were the provision for nonacademic students and for vocational and pre-

vocational training, they have in most cases become general high schools with technical emphasis. A considerable share of their curriculum organization and guidance program is now directed toward college preparation, especially the preparation of students for colleges of engineering, fine arts, and commerce. The guidance problems of technical schools involved in such college preparation do not differ materially from those of general high schools, which have been discussed in Chapters One to Four of this volume. They will not, therefore, be treated in the present chapter.

In connection with technical schools, however, there continues some degree of effort to fulfill their original functions, those of meeting the needs of nonacademic youths through a curriculum involving concrete activities, and of offering prevocational and vocational training, especially for the more restricted vocations—laboratory technicians, draughtsmen, designers, secretaries, salesmen, and assistants to accountants. In the development of such applied educations, the technical schools approach in purpose and form the practices of vocational and cooperative schools. Insofar as they duplicate the practices of vocational schools, their guidance problems are sufficiently treated in the preceding pages. The cooperative departments of technical schools are grouped here with regular cooperative schools, since their guidance organizations and those of cooperative schools are similar.

Cooperative education has gained widespread adoption both in secondary schools and in colleges. It varies from the home-project agricultural curriculum of village and rural high schools to the specialized curricula of general high schools wherein selected commercial or technical students are permitted to carry on jobs related to their curriculum specialization either during the school year or during vacations.[4]

More strictly speaking, however, the term cooperative educa-

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[4] During periods of prolonged industrial and commercial unemployment the opportunities for part time employment are greatly decreased. Consequently, there are from time to time such restrictions on cooperative education that it is more or less suspended. Fortunately, its pattern and framework remain for extended application when jobs are more plentiful.

tion applies only to the alternation of school attendance and of employment under the actual working conditions of the vocation for which the students prepare. Under such conditions the student is deemed to be "in school" both during the periods of employment and during those of school attendance Hence, the school, through "coordinators," maintains oversight and guidance responsibility for the students throughout the year

The coördinator, as his name implies, is responsible for understanding the conditions that surround the student while he is on the job, for helping students to adjust themselves to the working conditions so as to obtain the maximum benefit, and for keeping the school officials and teachers constantly informed both regarding the progress of their students while away from school and concerning the attitudes of employers and prospective changes of policy and activities of the cooperating offices and plants. Moreover, he is charged with the duty of discerning new openings wherein the school officials may consider the advisability of placing students

Obviously these responsibilities require that the coordinator spend much of his time away from the school building. He must meet the foremen and superintendents of the institutions in which students are employed or in which they might be employed. He must study both the technical demands on experienced workers and on the employed students. He must be very sensitive to the social, moral, and emotional conditions under which youths are employed. He must use judgment and tact in his efforts to help his charges make the best adjustments possible.

The guidance aspects of cooperative education are found both in the coordinator's conferences with the employed youths and their employers and in the relations that are developed and maintained between the teachers at school and the students during their periods of school attendance. In some cooperative schools all teachers are also coordinators, they are released from teaching for part of their time to visit the youths at work. In most schools, however, the resident staff receives its information concerning working conditions and adjustments either from

full-time or part-time coordinators or from the students themselves.

The center of the guidance problem in the coöperative school as in all other schools is the self-adjustment of youths. Adjustment to the job and to the social conditions involved in work in office or shop or store is, indeed, the major purpose of cooperative education Hence the guidance function of coordinator, counselors, and teachers are to be found, first in the general self-adjustment of each youth to his school, home, and companions, and second, in the wise choice of a position for part-time work and in the student's attitudes toward that work and toward his superiors and his fellow workmen.

The opportunities and limitations of evening schools

In no unit of the public school system is there greater need of social and educational and vocational guidance than in the evening school. Evening school students often think that they know what they want to do. Frequently, however, they have not reached their conclusions by reflecting upon accurate and adequate information. The evening school counselor and teachers have the responsibility of helping them to reconsider their decisions both in the light of the actual facts and on the basis of further experiences with the evening school curriculum and in their social and other educational experiences within and outside of the school.

Evening school students have specific and immediately recognized needs for guidance. Some need help in their adjustments to their employers and fellow workers. Many are seeking answers to questions that come up in the day's work. Others are in economic difficulties and may be helped to budget their expenses. Most of them are conscious of handicaps of personality or lack of previous education or training

Unfortunately, few evening schools have been given counseling staffs which are at all adequate for the wide variety of very important guidance problems that present themselves. An assistant principal or a designated teacher may adjust individual programs or permit schedule changes to be made, but it is

unusual to find an evening high school where the election of courses is effected with the careful supervision that would prevent the extravagant waste of time and effort resulting where the trial-and-error system of elections prevails

As the need for adequate guidance in evening schools becomes clearly recognized, it may be expected that proper officers will be provided. It is most important, however, that the excellent work being done in many evening schools by magnanimous teachers should be made contagious through good supervision The personal friendship for and kindly interest in the students on the part of many fine people on evening-school staffs are most inspiring.

More important even than exact information and special techniques at any level are such friendship and personal interest. These are the spiritual bases for helping the youths and adults who attend evening school to set up propulsive objectives for themselves. The confidence the adviser has in their ability is transmitted to them and is converted by a powerful magic into self-confidence.

Evening high-school enrollees include many youths who require a high-school diploma in order to receive some promotion, or to enter an advanced institution, or to take a civil-service examination. Others, frequently of foreign origin, have a blind faith in education as such and are seizing the opportunity to obtain tardily what has earlier been denied them by economic and social handicaps. Many are seeking technical skills for job improvement or promotions. Many girls and women seek to learn some part of the science of homemaking; a few are concerned with developing cultural or avocational interests. With so many and such diverse purposes represented in the evening schools, competent guidance is most necessary to assure a satisfactory degree of coördination between the desires of the students and the possibilities offered by the program of the school. Guidance is necessary not only through interviews, records, and research, but as a fundamental characteristic of the atmosphere throughout the school.

"From several evening schools in which counselors have been

employed," say Keller and Allen,[5] "reports indicate increases in enrollment, improvement in attendance, and a decrease in pupil turnover These are the most obvious and immediate results of guidance"

While adequate guidance programs for the evening high schools await much more careful and creative organization of these schools than has as yet been generally given them, it is evident that some conditions must continue to make the problem in these schools unique. Their strictly voluntary nature makes it impossible to give any sustained or long-continued guidance to the students at the time of entrance They come to take a specific subject or subjects; to deny the student permission to take Latin or physics or stenography (if the school offers instruction in the subject desired) is merely to thwart him Advice at this point is only suggestive, to be taken or rejected without fear of resentment.

More positive guidance awaits the progress or lack of it of the student in his classwork or in the institutional life of the school, slight though that life generally is If, however, readjustments could be pursued to the end that every student was so situated that he could succeed, and *know* that with effort he would succeed, and if he could have concrete evidence of growing success, the basis of positive guidance would be laid The present lack of adequate financial support for the evening high school, of adequate guidance staffs, and of a broad and generous curriculum leads to unnecessary failures, low and varied standards, and frequent disillusionment and disgust on the part of those who have enrolled and then dropped out because they felt that what they gained was not worth the effort

Keller and Allen set forth a tentative list of guidance functions in the evening school, classified under the three headings that they have used elsewhere: personnel records and research, individual counseling, and orientation or group guidance

1 *Personnel records and research,* or the study of individual differences and of the factors which condition success These include:

[5] R D Allen, *op cit*, page 251

a Records from last school attended, if available.

b Objective measurements of educational assets and liabilities as a basis for counseling and planning

c. Measurement of general academic ability apart from school achievement by a group intelligence test

d Records of employment, with the advice of the employer, if possible, in regard to desirable skills that will aid adjustment and promotion in employment

e. A questionnaire concerning health, family, school interests, educational and vocational plans

f A guidance record sheet to include the records of interviews and all personal data

Counseling without such records is inevitably the crudest kind of guess work Without objective data no two persons would advise alike Such a system of records does not exist in most schools. The investment of the time of teachers and pupils and of the per capita expense of the evening schools would more than justify such a system of records; it should require it

2. *Individual counseling,* including

a Interviews with pupils who seek the assistance of the adviser in regard to school adjustments, vocational adjustments, replacement, or personal problems

b An interview with each pupil at least once each year,

(1) With members of the graduating class concerning their future plans and the further possible adaptations of the school curriculum to meet their needs

(2) With other students concerning the planning of their courses for the next year. If electives are determined in advance, a pupil may be registered in the fall by mail There should be no need of his appearing in person for enrollment, consuming time that can better be devoted to new students. A card should be sent him in a return envelope, which will contain a duplicate copy of his program. Return of the card should constitute registration and make possible his immediate assignment to classes on the first night that school opens. If he wishes to change electives, he may indicate his desire on the card If necessary, an appointment can be arranged with his counselor.

(3) With each entering pupil This should be by appointment made at the time of enrollment Enrollment should

begin at least two weeks before the opening of school. When a pupil enrolls he should be given an appointment card with the time, place, and name of his counselor. Registration should not be complete until the personnel records are complete, and for this purpose, tests, examiners, correctors, and forms should be provided When these records are complete, the counselor should help the pupil to select a program for the year and a tentative program for the next three or four years.

c. Means of securing the cooperation of employers and parents. For the encouragement of the pupil, the counselor should then, with the pupil's consent, send a form letter to the employer notifying him to take note of the fact He should also request suggestions concerning types of training which might be helpful to the pupil in his work in the future Thus the employer becomes an ally and adviser. A similar procedure with parents of minors may be advisable.

d. Frequent and continued investigation by counselors of cases of absence, cases of failure, and instances of leaving before graduation or before the completion of the course planned. To permit pupils to be absent, to fail, or to leave without careful investigation is a neglect of information that is essential if education is to be adapted to serve the needs of the pupils Both true economy and real efficiency demand this provision.

e. Research studies, carried on by the counselors, concerning the needs, interests, and desires of the students. Such studies should attempt, through a well-balanced selection of activities, to supplement the employment program of each individual so as to provide growth in service, preparation for the next job on the ladder, and healthful recreation through physical, social, and avocational activities

3. *Orientation,* or group guidance.

a A clear, concise, simple catalogue of the school should be prepared and distributed to students and applicants. It should state the purpose and content of the courses, the prerequisites, and the related subjects

b. The organized activities of students, as well as the so-called "classes," should be described. Debating, dramatic, literary, music, and athletic clubs should be included in the school facilities.

c. Lectures, movies, radio programs, and forums should be planned for those who wish them. A careful selection of such facilities can do much in the way of vocational, educational, and social orientation.

d. A placement service, as part of the regular service of the central office, should keep pupils in touch with employment opportunities.[6]

Opportunities and limitations of vacation schools and summer camps

For the past quarter century urban school systems have sought to organize programs to meet the needs of the great numbers of youths who remain in the cities unemployed and idle. For this purpose, school plants and grounds have been utilized by the teachers and students. Parks and playgrounds have supplemented the school properties, activities thereon being conducted either by the officers of the school department or of special municipal departments

In many cases summer school programs, especially at the high school level, have degenerated into make-up classes for students who have failed of promotion during the academic year, sometimes with classes for bright, ambitious youths who have determined to anticipate part of their next year's program as a means of accelerating their progress. The institutional lives of such schools are relatively empty of content and inspiration, since students have contact with their fellows and with the teachers only for the brief periods of formal recitations. Hence, such institutions scarcely come within the meaning of the word "school" as it is used by educators.

During approximately the same quarter century that has seen the development and degeneration of summer schools, there have sprung up in all parts of the country summer camps for youths Many of these camps are private profit-making ventures Others are conducted by Scouts, Y M.C.A., Y W.C.A., Y M H A., and various other organizations of social purpose State and county park systems have in some places

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[6] *Ibid.*, Chapters II, III, and IV

encouraged youths and adults to make camps within the park areas.

Wherever the summer camps have been adequately organized with directors, counselors, programs, and equipment, they offer, perhaps, the best model extant for the type of guidance which has been urged throughout this volume. In such camps care is taken of the health and safety of the youths without undue limitation of their freedom to experiment with their own physical and mental resources and their environments The program includes athletics and physical recreation, co-operative government, dramatics, creative arts and crafts, nature guiding, overnight hikes, and leisure-time individualistic pursuits such as reading, letter writing, fishing, walking, watching, listening, seeking, and contemplation The environments are frequently areas of natural beauty with challenging semi-inaccessible points of interest to be sought out with not too much and not too little risk and physical strain.

It seems inevitable that public school systems will in time organize their own summer schools on the general pattern set by the best summer camps In such summer schools the fundamental school arts and even the academic curriculum may have their places, but they will not continue to dominate the programs of these schools

Instead, all youths who remain in town during the summer vacations will find that the school exists in its derivative sense; it will be a leisure-time environment It will exemplify such a regimen, program, and counselorship that wholesome youths will glory in it and unwholesome youths will become wholesome.

CHAPTER TWENTY-ONE

Guidance and Reconstruction

THE FEUDAL system of Europe and Asia has taken a long time in crumbling. Specific events, movements, and men have stood out dramatically as landmarks during the process and have so signalized definable stages in the breakdown of fixed beliefs, fixed customs, fixed relationships, and fixed political forms that they have created the illusion that medievalism has ended It is not true.

Again and again amid feudal institutions, enlightenment, assertiveness, protest, and revolt challenged the rigidity of authoritarianism Suppression, conciliation and compromise, distortion and assimilation, and even frank acceptance of innovation and "heresies" have marked the road from the ecclesiastical, political, and economic autocracies that dominated the world of 1000 A D to the individualism and voluntarism that may possibly be attained by 2000 A D

Progress toward such a goal is uncertain, unsteady, and poorly coordinated For convenience we may refer to the pioneers of challenge—sober scholars, showmen, satirists, innovators—as the men who have doomed feudalism. Copernicus and Darwin, Galileo and Luther, Voltaire and Erasmus, Rousseau, Marx, and Einstein come immediately to mind But none of them or of a hundred others who belong among them spoke for himself alone; whatever his own peculiar contribution, he voiced the accumulated ideas, motives, and doubts of contemporaries and predecessors.

Social mobility resulting from diversification of labor, the growth of towns, the maintenance of public roads, the emergence of capitalism, commercial conformities and codes, the assertion of national sovereignties, the emergence of aspirations among common men undermined all fixed status on which feudalism depended. Recurring wars made immediate goals supreme; they forced the war-makers to encourage and exploit the talents and resources of all men. Once these were released, however partially and reluctantly, it was impossible to subdue them completely later.

Where are we now?

Breakdowns of establishments breed social insecurity, conflict, and visions of new worlds. The potentialities of further struggles among rival ideas and groups are inevitably dominant in every stage of social evolution. Foresight and intelligence are pitted against conservatism and obscurantism, not only within the social order and institutions, but also within the hearts and minds of most individuals at all levels. Holding fast to the spiritual and physical comforts that the old order seems to have assured, one is confronted by the alternative of an adventure which may lead to destruction or to emancipation. It is not easy for man, whether owner, manager, agent, worker, or slave, boldly to grasp the alternative.

The American scene of post-World War II can best be appreciated by considering it as an advanced stage in the curtailment of residual feudal patterns of thought and action. To a degree not possible elsewhere, America has encouraged individual enterprise of diverse sorts and in diverse areas of human action. Nevertheless, the motives of men and the sanctions of social esteem lag always in arrears of contemporary validities. By and large, the vigorous young men and women of 1950 aspire through luck and industry and ingenuity to achieve the status of medieval nobility—clothes, residences, servants, manners, and patronage.

In a world of potential plenty, the configuration of feudal scarcity remains dominant, even though relatively devoid of

actual meaning. Only the esthete, the antiquarian, and the specialist can distinguish any superiority in the clothes, the residences, the "services," manners, and patronage of the tycoon over the employed craftsman in a public housing community. And therein is discovered a major source of frustration, for our dominant ambitions to get ahead are blocked because the "get-ahead" stereotype becomes flat

Science and technology have robbed social climbing of much of its romance and glamour. The urge to climb remains; but the purpose of the climb no longer has conspicuity. The rich and the moderate poor tend to smoke the same cigarettes, drive the same cars, patronize the same stores and restaurants, wear almost indistinguishable clothes, read the same books and journals, make the same comments, depend on the same mechanical gadgets, and take pride in the same avocational skills Only in their economic frustrations and worries do they differ; many of the rich regret the insecurities that economic change involves, hence they tend to uphold the *status quo ante;* many of the employed poor fear loss of jobs, ill health, and anonymity in the complex world.

A major underlying shortcoming of vocational, and of some aspects of social, guidance in public schools is to be found in the failure of counselors themselves to recognize the contemporary obfuscation of aspirations and goals. Amid a bewildering array of modern wants, we too often hold up baubles some of which have little if any relevancy to contemporary culture, however meaningful they may have been in pre-industrial and feudalistic times.

Today the economic equivalent of medieval nobles and earlier financial overlords are clever manipulators of the intricate mechanics of social mechanisms—country-clubs, corner gangs, political machines, legal shenanigans, credit systems. And year by year as these atavists threaten the orderly progress of our closely knit and interdependent society, governments—local, state, national, and international—intervene to curb their more dangerous manifestations.

We counselors are bound to fail if, in a social-economic order

that requires coöperation and universal consumption of high level, we applaud individual ambition to exploit one's fellowmen, to "get ahead" of them, to live by cleverness, to outwit them. Every student who may be stimulated to such success must fail, even in and because of his "success" Emergent society has little place for feudal vestiges

While our laggard social transmission institutions—schools, homes, neighborhood clubs, and so forth—have celebrated the manager and manipulator, something else has been happening Youths have engaged in associational life and have absorbed patterns of behavior and attitudes that characterize them. Human relationships may demoralize, of course, as truly as they may inculcate desirable qualities. Nevertheless, regrettable as examples of bewilderment and atavism may be, it is not hatred and intolerance and selfish indifference that characterize American youth; rather it is cooperation, ingenuity, self-reliance, spontaneity, and overt acceptance, however tentatively and skeptically, of behavior codes

It is this cultural assimilation through associational life of school, army, neighborhood, and travel that stamps our youth as American In military service or in labor union, in office, industry, or agriculture, on athletic field or in the ballroom, in railway coach or classroom—everywhere he is what he is. Whatever his religious training, his scholastic status, his immediate or remote ancestry, or his physical qualities, he is both unique and reasonably predictable Given reasonable freedom for adventure, assurance of recognition for his contributions, an occasional token of personal interest, and the security of knowing when to do what, he generally responds with energy, enthusiasm, ingenuity, and good will. Frustration, unrelieved defeat, or association in groups characterized by malevolence, however, too often dissipates the good will, and temporarily, perhaps permanently, diverts the energy, enthusiasm, and ingenuity to the pursuit of misanthropic ends

Neither altogether good nor altogether bad, but with potentialities for both, is this youth It is because American life

has offered and will continue to foster adventure, recognition, friendly responses, and multifarious group responsibility and interdependence that positive civic and personal traits are so general among our young people as often to disconcert their forgetful elders.

Always in the process of becoming, youths furnish to us counselors the primary materials of our craft. All else are techniques and institutional regulations and practices by which youth and society may be served

Because our youth is so largely a product of post-feudal American social experience, the obvious program for freeing them from feudalistic vestiges is one of abundant living day by day and year by year The positive expressions of personality called for therein are the milieu of guided growth

What lies ahead?

Several controlling factors of social-personal life of today and tomorrow face the educator

First, all liberal education is self-education under guidance; external disciplinary controls are worse than futile if applied to matters wherein choice is assigned by American culture and ethos.

Second, in the kaleidoscopic world of science, technology, economic opportunity, social safeguards, and human relationships, apparently bound to interact acceleratively year by year, individual and institutional stability can be relative at best, somewhat paradoxically stability is safeguarded by flexibility and adaptability in a world composed of variables

Third, self-reliance, ingenuity, adventure, and initiative are the cultural and personal traits that characterize American life; for good or for ill, education is compelled to exploit them for social purposes—opposition to them is fatal.

Fourth, because no one aspect of cultural life can be segregated from any other one, no aspect of guidance can be isolated from any other; occupational choice and success, for example, involve matters of physical and emotional adequacies, social

adaptations and personal integrities, communication arts and esthetic judgment, a "sense of humor" and skepticism in face of all absolutes

The counselor as strategist and tactician

As educators have become sensible of the supremacy of inner growth of individuals over the transmission of an artificial, and in degree a socially rejected, cultural inheritance of erudition and intellectual docility, guidance has gained more and more functional dominance in school regimen The revolution has proceeded under many names—student activities, project-method, socialized discipline, community school, and pupil-teacher companionship. Operationally considered, however, the desideratum and the criterion of success in every such innovation has been the fostering of voluntary acceptance of counsel by competent associates—adult and youth. By trial and error, school regimen has largely escaped from its feudalistic past

Overt recognition of the central position of guidance in the modern school has, nevertheless, lagged far behind practice. After a half century and more of changing practice, the scholastic stereotype still relegates the counselor and his assistants to preventive and remedial functions serving school and post-school institutional regulations. The dead past lingers in our verbalisms and symbols.

A major challenge for the counselor now and in the days ahead is to bring school and community ideologies into harmony with already accepted effective school practices. The strategy calls for maneuvering administrators, teachers, coaches, custodians, patrons, and board-of-education members into consciousness of the meaning of the roles that behavioristically they already play However dogmatic may be their attachment to reactionary shibboleths, they are themselves inclined to give and accept counsel because such sharing of experience and advice is approved American practice.

How the persons and factors may be drawn into the overall guidance program and gain conscious pride in their part

in it has been discussed in several of the preceding chapters of this book. The general tactical plan requires the use of an occasion that offers the opportunity for the adult that we seek to reach to "strut his stuff," to aid him in doing an effective job, and to gain for him recognition for his effort to help whoever he reaches to set up and to attain worthy goals. It is thus that the novitiate increasingly associates his guidance acts with his self-esteem.

The counselor holds a key position in progressive education because most successful administration, supervision, teaching, community participations, and parental coöperations of the modern school do actually utilize voluntary counsel, coöperative sharing, and generous recognition of effort. These are the primary characteristics of free men's associational life. These are both the conditions and instruments of guidance; and these are both the conditions and instruments of American democracy as it faces boldly a future of endless spiritual, intellectual, and technological frontiers.

The one world and the common man

The framework of community values and of school practices and approvals is always interrelated. Through the ages there has been dominant in the former various expressions reflecting individual and class assertiveness, privileges, and aspirations. A major dynamic of democracy and of its school has been a straining of the less privileged for the cultural equipment and status of the elite. The farmer would be a country gentleman, the housewife a "lady," the craftsman a guild member, the clerk an entrepreneur Such ambitions, often frustrated in their own cases, they transferred to their sons and daughters, they supported schools, in large degree, to enable their own children and their neighbors' children to wangle their way into the elite.

Basic to a class system is an assumption that the codes, dress, manners, and other manifestations of an elite are restricted and capable of restriction As rapidly as a large fraction of the population gains these equipments, the latter lose the prestige

of demarcation. In earlier times literacy, sports' skills, military glamour, conspicuous consumption, erudition, and courtly manners were such hallmarks. Today these equipments cannot be restricted to any privileged classes; hence, as hallmarks of demarcation they are obsolescent. Tomorrow they may be obsolete.

Tomorrow's world is that of the revolution of the common man. He may not win his revolution right away, but he will not stop waging it. Science and technology fight in the long run on his side They cannot be retarded for long; indeed any effort to make them serve selfish class or national interests will surely destroy the class or nation that would try to restrict them.

The upthrust which has been the dynamic of the Western World has been peculiarly pervasive and important in America. Equality of all men before the law and in their rights to life, liberty, and the pursuit of happiness has been a potent ideal The public school—common, classless, free, tax-supported, nonsectarian—has been an expression of the virility of this aspiration. And its greatest glory continues to be its potency as a controlled environment wherein democratic virtues, social mobility, and individual participation are satisfyingly experienced.

Somewhat paradoxically, not many teachers have been conscious of the continuing American revolution in which they have successfully attained a central position Certainly they have seldom understood the significance of the social forces to whose triumph they have contributed so much. Indeed, in too many cases, they do not even now consistently approve it.

The revolution of the common man continues in America, as irresistible as ever. It gains new force in other industrialized countries. It threatens obsolete privileges even where agrarian society still dominates—Latin America, the Balkans, Asia, and parts of Africa.

The mythologies and ideals of democracy sanctioned by religion, by appeals to reason, and by the forms of representative government, are given substance by technology. Vigorous men everywhere challenge the *status quo,* as productivity increases

they demand not only greater shares of the product but greater participation in the determination of social policies and practices.

They will not be denied this voice in affairs Conciliation and compromise may postpone surrender. Obduracy can result only in universal disaster. Science begets social revolution; obscurantism begets chaos

The high school is a social microcosm

No clear and universal acceptance of the generalization set forth in the preceding paragraphs characterizes the social mandates for the public school. It must continue to reflect the obsolete social stereotypes and obfuscations of influential citizen-taxpayers as well as their insight and their support for progressive practices, among which guidance is so important Whatever the compromises which educational officers must make in order to maintain public support, they cannot successfully hold back the irresistible revolution of the common man. Presumably they have no intention of trying to do so

Whether in football or in mathematics class, in dramatics or in debate, in school government or in parental activities, the school reproduces the revolutionary dynamic so far as it has gained momentum in the community at large. In some degree, indeed, faculty members themselves personalize the social mobility characteristic of the revolution; their vocational and civic status has been won by them and their relatives through ambition and effort, almost universally they encourage their youthful associates to aspire to respected positions in school and in post-school life

Unwittingly, teachers may be harbingers of the revolution of the common man, yet very effectively play that role. Indeed they would scarcely be tolerated by students and parents if they did not do so. The social milieu of the school-community is such that youth are spurred to rise in the social scale. The school, because it is a social microcosm, corresponds to its community.

Youth faces social realities

Associational life and social mobility, so characteristic and so potent in the relatively classless society that is America, are dynamic, but their results may often be both stultifying and obstructive. Popular enthusiasms may sweep along large sections of the population toward moronic adulation of movie stars, athletes, and radio comedians. The conflict and competition often expressed in achieving higher economic status may develop callousness of character. The prestige of cleverness and boldness, as devices for social and economic advancement, may breed disrespect for law, if not actual criminality. The frustration of ambition, whether due to personal inadequacy or to economic collapse of business, may cause serious repercussions, fascism and communism are both perverted expressions of the "revolt of the masses" against such frustrations

Fortunately, however, life and mobility have positive potentialities that outweigh these negative and adverse ones. The school and other constructive agencies seek to "make the good contagious" by helping youths and their parents find enduring, positive satisfactions in the high esteem of selected audiences. The school seeks to create such audiences both in primary groups—students, teachers, citizens—and vicariously through literature, history, drama, and other curricular and school-life opportunities. Thus the school tips the balance of life-realities in favor of the social objectives which it supports.

Always, however, it capitalizes the democratic dynamic—the aspiration of free men to attain for themselves and their groups the satisfactions of life, liberty, and the pursuit of happiness. This aspiration can be satisfied only within the framework of social realities that neither the student nor the school can directly control.

If in the postwar world there will be compulsory military service for all American youths, their purposes and plans must take account of it If bitter antagonisms between organized labor and managerial officers of industry and commerce characterize urban life, youths must choose sides. If imperial rival-

ries pervade the world, or other causes for national or international antagonisms triumph over cooperation and conciliation, we cannot escape their influence.

Youth are only momentarily helpless, however, in facing such immediate, disconcerting realities. They are the influential generation of "new voters"; they are potential buyers who determine the fate of manufacturers and distributors of consumer goods, it is they who must support every religious, political, economic, recreational, and cultural institution that is to succeed. It is to them that the reactionary and the radical and the middle-of-the-roader must appeal.

Here we find the supreme challenge of guidance For here we discover the whole gamut of tentative choices that youth must make—or determinedly evade. In any case they must work out their salvation, if not with fear and trembling then at least with serious recognition that life involves choices.

Universal victory is attainable

Wrong choices do not spell defeat—certainly not spiritual defeat. Choices are tentative; they can be modified throughout life. They may not lead to popular acclaim either immediately or eventually Self-respect and the approval of the saints may furnish all the satisfaction needed, if individual character is very robust.

It is, however, an implied tenet of democracy and of the revolution of the common man that every normal person can somewhere and somehow achieve a wholesome constructive personality. That is the meaning of our dogma of the dignity of the individual.

Guidance is a lot of things

The patterns of our culture are composed of thousands of overt and of subtle elements Manners and morals, beliefs and attitudes, knowledge and aspirations are kaleidoscopic. Patterns change in greater or less degree not only with time but with circumstance. Security and self-assertion interplay with specific group orientations and with occasions which call

into being, temporarily at any rate, responses that are peculiar and relatively fleeting

From birth till death the culture patterns shape our personalities, rough hew them as we may Every success encourages and every frustration vetoes a repetition of our responses. But it is almost impossible either by observation or by introspection to identify the lasting effect of the experience It is registered in the neurones and blood stream far below the level of consciousness.

"Education" in general and "guidance" in particular, when concerned with objective data and facts, are almost certain to be superficial. The school by itself can neither educate nor guide anyone. It may furnish more accurate information, it may provide conditions which tend to call out approvable responses. Hence it may stimulate and perhaps correct personal qualities that seem likely to help or to hinder wholesomeness and adequacy in life

Always, however, the educator recognizes that the ego-impulse, the urge for self-expression, is the dynamic force which will not be denied. It drives each individual to respond to circumstances and so to create adaptable selves—sometimes almost as antithetical as those of Dr. Jekyll and Mr Hyde. Since, in democratic life, constructive cooperation is more satisfying than cut-throat competition, the responses fostered by humane schools, homes, churches, and other social agencies, encourage the individual to express and so to create a cooperative, kindly self and to discourage the opposite forms of self-expression.

Liberty, equality, and fraternity are not virtues because democracy espouses them. Democracy espouses them because they are virtues—they provide the ideology which shapes, with some success, the morals of all group-life which conforms to the humane tradition of love, reason, and compromise.

Whenever and wherever group-life is characterized by the democratic ethic, there the dynamic ego-impulse fosters kindliness, coöperation, and humane growth In such a setting one's

determination of civic choices, one's preference for conservation or for adventure and change in law and custom, is least likely to be defeated Success is found in the striving for, rather than in the attainment of, desired outcomes Our inalienable rights are not only the *pursuit* of happiness, but also the *pursuit* of liberty, the *pursuit* of life, the *pursuit* of justice, of fraternity, and of all other valued outcomes consonant with these objectives

Universal victory is attainable in all its significant aspects because the important registry of victory is internal The kingdom of heaven is within us, not external to us. Victory is the achievement of a wholesome personality which deals tolerantly but constructively with whatever aspects of our multiphased culture pattern that concern it

In our culture such social maturity is unlikely without economic security, civic participation, and positive human relationships. It may be attained in spite of physical handicaps Nonconformity of belief, dress, or behavior is not an insuperable obstacle, provided the individual understands and accepts as reality the herd-like quality of human society.

Successful living involves more than job and income

However important economic security and vocational satisfaction may be in the integration of personality, the role of school guidance must be more broadly conceived than that of aiding youth to select and prepare to attain occupational goals. If not, guidance must often fail even in its narrow and isolated function.

Economic security is seldom attained by immature personalities, however great their income and wealth may be. Dissatisfaction and discontent are found in mansions as well as in hovels, in the executive offices as well as in the mills or behind the counters. Because men's stereotyped attitudes retain the adjustments that had perhaps some justification in a pretechnological scarcity economy, fear and suspicion, as a result of ignorance, and consequent unhappiness may, indeed,

tend to increase as the individual rises above the economic median.

Successful living in the age of modern science and invention is our pragmatic goal. The major purpose of guidance, as of all scholastic and community educational efforts, is to help youths and adults to recognize this supreme goal and then to adapt their personal goals in relation to it

No matter in what degree the desires of each human being vary from those of his contemporaries, and at a given moment from his own aspirations of yesteryear, perhaps even of yesterday, there are some universal constants which apply to all normal people. Each of us seeks the somewhat paradoxical combination of security and adventure at work and at play; we crave recognition and warm response from our associates on the job, at home, at social gatherings Guidance of youths and of adults is the process of assisting them to set up worth-while dynamic goals that give promise for satisfying these fundamental wishes and of helping them achieve such goals now and in the future.

The best assistance that teachers can give to students in achieving more remote goals is in helping them to attain analogous immediate ones. Security and adventure and their opposites are found in the myriad experiences of everyday life, in school and out of school. Recognition and companionship, of one kind or another, are sought and found by all boys and girls, whether we teachers approve or not

The preference for contemporary activities and achievements that foster reasonable and approvable security and adventure, recognition, and response is the necessary forerunner of sound life-career and other adult choices. The school-community is a preliminary proving-ground for practice and test of selfhood, and for its assertion and correction

Hence, not only counselors and teacher-guides but also youths and parents participate in a continuing cooperative project of reciprocal observed experience and assistance. Only as guidance both follows and precedes choices and try-out can it be more than an insulated formality.

A final word

In a society of such accelerating economic revolutions as ours, social engineering becomes an essential service. Without it man is likely to destroy himself. The release of atomic energy was a climax of scientific developments that have gone far beyond the layman's ability to understand. New materials and new processes change occupational needs and functions, distribution of population, wage rates and labor organizations, political alignments and legislative actions.

All this may be confusing to guidance officers who have looked to a world in which occupations and economic conditions seemed to have stability. But the very facts of radical change make the guidance job more significant.

To a degree never before realized, certainty of forecast is impossible. But awareness of the multifarious facts and interacting forces is mandatory A desire to be as helpful as possible in the situation is essential. Only with such awareness and desire will we make dynamic use of information that becomes available regarding students, both as individuals and as groups, as well as occupations, educational institutions, and social-civic, domestic, and "cultural" activities and opportunities that may foster integration of selfhood. The school-guidance role becomes that of social engineering. The setting of the function is limited, to be sure, but within this setting it is all-important.

Let us keep always in mind the fact that guidance is not new. It is as old and as universal as human society—nor indeed is it unknown among other higher forms of animal life. Both the older and younger generations are consciously and unconsciously influenced by trial and success within their social framework. They are guided by their companions—schoolmates, parents, brothers, and sisters—and by radio commentators, sports writers, religious and civic leaders and the gangsters and sophisticated *thé danseurs* of the movies and the scandal sheet.

Guidance by the classroom teacher and by the counselor can

be effective only as it harmonizes with this heritage and this reality—its practical universality in time and space Always the ego-impulse drives youth to discover and create a selfhood. Occupational choice is only one relatively remote challenge to be considered in a day-by-day life that encourages, even requires, many and immediate decisions

Thus, at the flaming forge of life, each youth works out a self-pattern Our task as teachers and counselors is to help him create as promising a one as possible

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